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INTERPRETIVE PLAN  
FOR THE SHIPBOARD INTERPRETIVE PROGRAM  
IN THE TONGASS NATIONAL FOREST, SOUTHEAST ALASKA

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Clemson Class of 1990

April 7, 1991

This paper was prepared as a student project in partial fulfillment of the requirements of the Professional Development for Outdoor Recreation Management Program at Clemson University. It in no way reflects USDA Forest Service Policy nor are the opinions expressed those of anyone other than the author.

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## ABSTRACT

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**Title:** Interpretive Plan for the Shipboard Interpretive Program  
in the Tongass National Forest, Southeast Alaska

**Abstract:** The Shipboard Interpretive Program in the Tongass National Forest is the result of a unique partnership between the Forest Service and the Alaska Marine Highway System. While this program has been operating for over twenty years, there is currently no interpretive plan to guide the development, implementation, or evaluation of the program. At the same time, the program has continued to expand in scope, complexity, and visibility.

A successful interpretive program requires an interpretive plan. The interpretive plan establishes goals and objectives for the program and identifies the key themes and messages to be conveyed to the public. The plan also identifies and describes the program's target audiences. By analyzing and linking the themes and audiences with selected interpretive media, recommendations can be made on a preferred interpretive program. Finally, funds, staff, and other resources can be allocated to accomplish the plan.

This project provides an interpretive plan for the Shipboard Interpretive Program. The plan establishes the program's scope, limitations, and priorities, and provides a standard for evaluating the program's effectiveness. It also provides guidance for the development of new programs and materials and serves as a foundation document from which more detailed outlines, texts, and scripts can be developed. Its use will improve the ability to train and evaluate interpretive staff. The plan, when implemented, will result in an improved level of service to both internal and external customers.

**Keywords:** Interpretation, Interpretive Planning, Shipboard Interpretive Program, Alaska Marine Highway



## EXECUTIVE SUMMARY

**Title:** Interpretive Plan for the Shipboard Interpretive Program  
in the Tongass National Forest, Southeast Alaska

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### Summary:

The Tongass National Forest, our nation's largest, encompasses nearly 17 million acres of southeastern Alaska. It contains some of the world's most spectacular scenery along with a wealth of natural and cultural resources. The management of the Tongass National Forest has been the focus of a national debate for several years, and, in many ways, its management is unique. Interpreting the forest, its resources, and its management is of primary importance to the Alaska Region of the Forest Service and the goal of the Shipboard Interpretive Program.

The Shipboard Interpretive Program is the result of a unique partnership between the Forest Service and the Alaska Marine Highway System. While this program has been operating for over twenty years, there is currently no interpretive plan to guide the development, implementation, or evaluation of the program. Meanwhile, the program has continued to expand in scope, complexity, and visibility.

A successful interpretive program requires an interpretive plan. The interpretive plan establishes goals and objectives for the program and identifies the key themes and messages to be conveyed to the public. The plan also identifies and describes the program's target audiences. By analyzing and linking the themes and audiences with selected interpretive media, recommendations can be made on a preferred interpretive program. Finally, funds, staff, and other resources can be allocated to accomplish the plan.

This project provides an interpretive plan for the Shipboard Interpretive Program. The plan establishes the program's scope, limitations, and priorities, and provides a standard for evaluating the program's effectiveness. It also provides guidance for the development of new programs and materials and serves as a foundation document from which more detailed outlines, texts, and scripts can be developed. Its use will improve the ability to train and evaluate interpretive staff. The plan, when implemented, will result in an improved level of service to both internal and external customers.

The preparation of an interpretive plan for this program is timely for a number of reasons. Changes in the Recreation, Cultural and Wilderness Resources Staff administering the program have highlighted the need to document the program's goals and redefine its interpretive focus. Recent passage of the Tongass Timber Reform Act has also heightened agency and public interest in the



Region's interpretive programs and facilities. The Alaska Marine Highway route through the Tongass National Forest is being nominated to the National Scenic Byway System and designation is expected in the near future. Finally, the Alaska Marine Highway System is exploring legislative support and funding for the renovation of existing ferries and the construction of new vessels to meet the needs of its changing and expanding ridership. The plan will assist the Forest Service in suggesting vessel modifications or designs that will enhance the Shipboard Interpretive Program.

The development of the plan was completed in several phases. The first step involved a literature search for information on interpretation and the interpretive planning process. It was quite limited. Reviewing several completed interpretive plans from centers and programs around the country proved much more productive. References cited in these plans contained many sources not obtained in the formal search. The literature review helped to determine the planning process and establish an outline for the finished plan, including format and content. Information from several internal documents was also incorporated into the plan. These documents included annual program reports, staffing plans, and official correspondence with the Alaska Marine Highway System.

Next, following the interpretive planning process, goals and objectives for the program were established, target audiences were identified and analyzed, interpretive themes were developed, and the constraints and considerations that limit or affect the program were discussed.

The analysis phase of the plan development focused on linking the target audiences with the interpretive themes to determine which messages were most appropriate for each group. Then, the interpretive themes were linked with a range of media that could be used to convey them effectively. Efforts were made to provide interpretive opportunities for all passengers, including those with disabilities. Based on this analysis, a prioritized list of recommended interpretive media was developed.

Four staffing alternatives are presented in the plan. The plan recommends the optimum level of staffing and indicates those low-level, in-house and/or ongoing interpretive projects that will be completed by regular interpretive staff. It also identifies the equipment needed to maintain the current program and recommends a replacement schedule. The plan discusses several special projects and capital investment needs that are beyond the capability of the regular program staff or budget. Staff will work with the Alaska Marine Highway System, the Alaska Natural History Association, and other partners to accomplish these projects. Special funding through the President's Initiative on the National Forests-America's Great Outdoors may also offer opportunities to complete many of these large-scale projects.

Monitoring and evaluation of the program and the plan's implementation will take place on several levels using a variety of methods. Internal methods include staff performance appraisals, staff evaluations of the program, an annual reporting system, and the periodic use of review teams. External methods rely on seeking feedback from formal partners, reviewing visitor response forms and program evaluations, and contracting with an interpretive consultant to provide an independent assessment of the program.



## I. INTRODUCTION

The Tongass National Forest, our nation's largest, encompasses nearly 17 million acres of southeastern Alaska. It contains some of the world's most spectacular scenery along with a wealth of natural and cultural resources. The management of the Tongass National Forest has been the focus of a national debate for several years and, in many ways, its management is unique. Interpreting the forest, its resources, and its management is of primary importance to Alaska Region of the Forest Service and the goal of the Shipboard Interpretive Program.

Southeast Alaska is a region studded with islands and laced with waterways. The road system is limited and most of the communities can only be reached by water or air. The Alaska Marine Highway System, operated by the State of Alaska, is one of two major transportation links for residents and visitors. Each summer, thousands of tourists visit Southeast Alaska to travel the waters of the famed "Inside Passage". While many of these choose to travel aboard one of the numerous luxury cruise ships that visit the region, others prefer the more economical and informal atmosphere of the State ferries. In recent years, winter tourism has also increased, providing a year-round demand for information and interpretation. Southeast Alaska residents rely on the ferry system for much of their business, recreational, family, and educational travel.

The Alaska Marine Highway System was created in 1962. Based on the number and variety of passengers served, and the fact the the ferries traveled the length and breadth of the Tongass National Forest, the Forest Service quickly recognized the importance of the Alaska Marine Highway System as a tool in serving forest customers. At the same time, the ferry system was looking for ways to meet the needs of its passengers. The system was designed to provide basic transportation but passengers desired information, interpretation, and entertainment as well.

The result was the Shipboard Interpretive Program, a unique partnership between the Alaska Marine Highway System and the Forest Service that satisfies the needs of the passengers, the ferry system, and the Forest Service at the same time. Initial programming focused on unstaffed exhibits, audio-visual presentations, and printed media. However, the program quickly expanded to include staffing vessels with uniformed Forest Service interpreters. Current programs include formal presentations, informal contacts during roving patrols, staffed information stations, audio-visual presentations, exhibits and displays, guided walks, and the distribution of printed information. Originally, staffing was only provided during the summer season. In recent years, winter staffing has also been instituted in conjunction with the Alaska Marine Highway Elderhostel Program.

Interpreting the Tongass National Forest is a demanding task. Interpreters are expected to cover more than ten resource areas and provide introductions to seven major communities along the ferry route. Additional programs highlight the special geographic and cultural features of the region. Interpreters represent the staffs and programs of three Forest Supervisors and eleven District Rangers. It has become increasingly difficult for interpreters to be successful with so much information to learn, so many subjects to interpret, and so many people to represent.

The complexity of the subjects has also increased. Describing the laws that guide national forest management, particularly those unique to Alaska and to the Tongass, is a challenge. Explaining the land management planning process and discussing the current revision of the Tongass Land Management Plan is equally challenging. The program's complexity is not limited to legislation. The complexity of national forest management has also increased over time. Issues such as global warming, biodiversity, toxic waste, deforestation, endangered species, and old growth have become household topics. All have implications for forest management and interpreters have been expected to address these topics and place the management of the Tongass into a broader context of global issues.

The Shipboard Interpretive Program is highly visible, contacting over 200,000 passengers annually. These visitors have changed along with everything else. Visitors to Alaska tend to be fairly wealthy, highly educated, well-traveled, older adults. They are very sophisticated and have high expectations of the interpretive programs they attend. They often ask and expect answers to very difficult questions.

While the Shipboard Interpretive Program has been operational for twenty years, there is currently no interpretive plan to guide the development, implementation, and evaluation of the program. This plan is designed to focus the program's interpretive effort and to clarify what the program should accomplish. It identifies the program's goals and objectives. It establishes the program's scope, limitations, and priorities, and provides a standard for evaluating the program's effectiveness. It improves the ability to train and evaluate interpretive staff and provides guidance for the development of new programs and interpretive media. This plan serves as the foundation document from which more detailed program outlines, exhibit texts, and audio-visual scripts can be developed. Once implemented, the plan's end result is an improved level of service to both internal and external customers.

The preparation of this plan is very timely. A number of events have influenced or will influence the Shipboard Interpretive Program. Recent passage of the Tongass Timber Reform Act has heightened agency and public interest in the Region's interpretive facilities and programs. The Alaska Marine Highway route through the Tongass National Forest is being nominated to the National Scenic Byways System and designation is expected soon. The Alaska Marine Highway System is exploring legislative support and funding for the renovation of existing ferries and the construction of several new vessels to meet the needs of its changing and expanding ridership. Finally, the pending President's Initiative on the National Forests-America's Great Outdoors may provide the tools to accomplish the full implementation of the plan.



## II. SCOPE

The scope of this plan is limited in the following ways. It addresses only those programs and activities provided aboard the the Alaska State ferries traveling in Southeast Alaska. The key interpretive themes and messages focus primarily on the features, resources, and management of the Tongass National Forest. The plan addresses year-round interpretation and includes both the Tongass Marine Highway (summer) and Elderhostel Marine Highway (winter) Programs. The plan also addresses programming on the mainline vessels currently being served and identifies opportunities for expanded programming, both staffed and unstaffed, on the other ferries operating in the region.

The pending designation of the Alaska Marine Highway route through the Tongass National Forest as a National Scenic Byway is likely to influence and be influenced by the Shipboard Interpretive Program. This plan and the recommended interpretive program help fulfill the Forest Service goals for a scenic byway which include showcasing outstanding scenery, increasing the public's understanding of National Forest activities, and meeting the growing demand of traveling for pleasure as a significant recreation use.

This plan is designed as a tool for a specific program and setting. However, there are likely to be some applications in related programs. For example, those cruise lines under cooperative agreements with the Forest Service could benefit by the information and direction the plan provides. It could also be used in training the shipboard naturalists stationed aboard many of these vessels. The plan identifies interpretive media which could be produced by the Forest Service branches of the Alaska Natural History Association.



### III. ASSUMPTIONS

The development of this plan was based on a number of assumptions. They are as follows:

1. Interpretation of the Tongass National Forest will remain a high priority for the Alaska Region of the Forest Service and the Shipboard Interpretive Program will remain a viable means of reaching forest visitors and customers.
2. The Shipboard Interpretive Program will continue to be managed out of the Regional Office to provide continuity, coordination, and a forest-wide emphasis.
3. The provisions of the cooperative agreement with the Alaska Marine Highway System will not change dramatically over the next several years (Appendix A).
4. The number, size, design, and route of the ferries operating in the region are likely to change as the Alaska Marine Highway System responds to the changing needs of its ridership.
5. The Forest Service will continue its commitment and involvement in the Elderhostel Marine Highway Program (Appendix B).
6. The Alaska Marine Highway route through the Tongass National Forest will be designated as a National Scenic Byway and the Shipboard Interpretive Program will play an important role in meeting the goals of the designation (Appendix I).
7. Visitation and tourism to Southeast Alaska is likely to remain stable or increase slightly over the next few years, accompanied by a stable or increased demand for interpretation and information.
8. The Shipboard Interpretive Program is one of many programs and tools that the Forest Service uses to interpret the Tongass National Forest. It is not always the best tool or most appropriate forum for conveying all messages to forest customers.
9. The majority of staffing and programming will continue to be provided by GS-5 temporary forest interpreters and volunteers.

#### IV. MISSION STATEMENT

The Shipboard Interpretive Program will provide quality customer service to forest visitors through accurate, effective, and dynamic interpretation of the natural and cultural resources and management of the Tongass National Forest. Interpretive staff and media will represent the Forest Service and the Alaska Region in a professional manner that fulfills the agency's mission of caring for the land and serving the people.

## V. PROGRAM GOALS

The goals of the Shipboard Interpretive Program are as follows:

1. To welcome visitors and orient them to Southeast Alaska and the Tongass National Forest.
2. To enhance visitors' recreational and educational experiences and to assist them in safe use of the national forest.
3. To provide a full spectrum of interpretive activities and materials to meet the needs of all visitors.
4. To interpret the natural and cultural resources and management of the Tongass National Forest.
5. To enhance the agency identity and image.

## VI. AUDIENCE ANALYSIS

Passengers traveling on the Alaska State ferries are diverse and vary greatly in their knowledge of Southeast Alaska, their awareness of the Tongass National Forest, and their expectations for information and interpretation. In addition, there is a great difference between summer and winter traffic in terms of the numbers and kinds of passengers served. The heaviest traffic occurs during the months of May through September, the peak of the summer tourist season. Winter ridership is much lower and consists of predominantly local passengers.

The following audiences will be targeted by the Shipboard Interpretive Program.

### **FAMILY TRAVELERS**

Alaska is the destination for many family vacations. Family groups usually travel by self-contained recreational vehicle or automobile and spend two-to-three weeks exploring the State. Itineraries often extend beyond Southeast to include Anchorage, Fairbanks, and the Interior. Couples tend to be thirty to forty-five years of age and travel alone or with their children. They exhibit a high interest in natural settings and are especially eager for wildlife viewing opportunities. A majority of this group has previously visited several National Parks and Forests and is familiar with resource management issues. This group desires information and interpretation that is educational, entertaining, and family oriented. Parents seek activities that involve the whole family as well as activities that their children can do while they relax. They also seek opportunities to meet other families with similar travel plans. Family groups tend to travel on tight budgets and want logistical information to focus on those activities, lodgings, and services that are free or economical. Family Travelers comprise about 20 percent of the summer passengers.

### **RETIRED TRAVELERS**

Many visitors to Alaska tend to be older, retired couples. They constitute an important segment of the tourist market. These couples are 50 to 65+ years of age and are traveling either by themselves or with one or two other couples. They have often made previous trips to Alaska (some long ago), and usually spend many weeks within the State. They travel the Inside Passage on one leg of their trip and drive the Alaska Highway on the other. They usually drive self-contained recreation vehicles and are interested in up-to-date information on camping facilities, vehicle services, and road conditions. They enjoy opportunities to meet and socialize with other passengers and are interested in scenic attractions, photographing their trip, and seeing the region's historical and cultural attractions. Retirees tend to have flexible travel schedules and welcome suggestions on ways to experience the region in more depth. They are also likely to spend more time in each location and visit information offices and visitor centers while ashore. Retired Travelers make up about 30 percent of summer ferry travelers.



## PACKAGE TOUR GROUPS

There are several tour operators that use the ferries as a transportation mode on their tours of Alaska. Package tour groups usually travel in buses that are driven aboard in Bellingham and off-loaded in Haines or Skagway. Participants' ages tend to range from 55 to 65+ years. This group has similar interests to retired travelers with the exception of the logistical information. As part of a package tour, these passengers already have all of their meals, lodging, and sightseeing included and scheduled. While package tour groups are interested in meeting and socializing with other passengers, they tend to interact most with other members of their own group. Maintaining the group's identity is important to all, particularly the tour group leader. Package Tour Groups contribute about 10 percent of the summer visitors.

## STUDENTS, BACKPACKERS, & ADVENTURE TRAVELERS

This is the youngest and most active group of summer ferry travelers. They range in age from 20 to 40 years. Many are traveling without motorized transportation (recreational or other vehicle) and are backpacking or bicycling instead. They exhibit keen interest in natural attractions (bird watching, whales, and scenery) and are interested in exploring the region on foot, by bike, and by canoe or kayak. They are also familiar with the concept of designated Wilderness and many desire or plan to visit such areas as the focus of their trip. A majority are familiar with national and global environmental issues and many have already formed opinions about national forest management. They tend to be selective about the interpretive programs they attend and expect those they do to be issue-oriented. They often prefer individual contact over formal programs and may wait for the interpreter to initiate that contact. This group requires information about the logistical details of visiting particular areas such as Misty Fiords, Glacier Bay, and the Chilkoot Trail. Travelers want information on campgrounds, hiking trails, recreational opportunities, equipment rental stores, and outfitter/guide services. They also welcome suggestions on what to do when they get to their destination. While this group tends to be experienced in outdoor skills, group members may be unfamiliar with the terrain and hazards associated with backcountry travel in Alaska. Providing timely safety information to this group is of critical importance. Students, Backpackers, and Adventure Travelers make up about 10 percent of the summer ferry travelers.

## FOREIGN VISITORS

The Inside Passage is world famous and each year, many visitors from foreign countries travel on the Alaska State ferries. Some travel as part of a package tour while the rest travel independently and are similar to the students, backpackers, and adventure travelers described above. They tend to be about 20-35 years of age. Canadians are the most common, followed by German and French visitors. There is very little foreign visitation by Asian countries in Southeast Alaska at the present time. Foreign visitors desire the same kinds of information as other travelers but translated into their native languages. Foreign Visitors constitute about 5 percent of the summer visitation.

## ALASKA RESIDENTS

The Alaska Marine Highway System provides a primary transportation link in Southeast and Alaska residents make up an important part of the ferry ridership. Alaska residents are more numerous during the fall and winter months as they travel within the region or use the ferry system to get to the Lower 48 and back. Ages and interests vary, but residents tend to be less interested in national forest attractions than other groups. However, they are very interested in how the region and their communities are being portrayed and monitor the interpretive programs closely. Because the management of the national forest has a direct affect on many of their lives, residents have strong opinions on issues surrounding forest management. They often seek opportunities to express these opinions to a group or to an individual interpreter. This group includes the Forest Supervisors, District Rangers, and employees of the Forest Service in Southeast. It also includes the large school groups that use the ferries as transportation to sporting and other events throughout Southeast; this occurs mostly in the fall and winter months. During the summer months, this segment is about 5 percent of the ferry traffic, but during the winter months it rises to about 50 percent.

## NEW AND DEPARTING ALASKA RESIDENTS

This group is best typified by military, federal employees and other individuals and families that are moving into Alaska for the first time as a result of a job transfer. Many are younger (25-45 years) with children and are interested in learning as much as they can about the State of Alaska. They share many of the same characteristics as the Family Travelers group above. This group also includes the same people as they transfer out of Alaska to the Lower 48, and makes up about 10 percent of ferry passengers, year-around.

## EDUCATIONAL GROUPS

This is one of the fastest growing segments of travelers aboard the Alaska State ferries. There are several university and similar groups that use the ferries as "floating classrooms" during trips to and from Alaska. These groups tend to remain aboard for several days and many focus their entire trip on Southeast Alaska. A related segment consists of workshop or seminar groups that use the ferries to conduct regional or national meetings. While these groups have specific agendas to cover, many of their participants are equally interested in seeing and learning about the areas they are traveling through. They welcome interpretive programs and view them as part of the conference or workshop "package". Occasionally, local school groups use the ferries for class field trips and participate in interpretive programs as available.

One of the most significant of the educational groups is the Elderhostel Marine Highway Program. This program is administered by the University of Alaska at Fairbanks and extends from mid-October through mid-April. Each year, Elderhostel conducts about 25 week-long trips with an average of 50 participants per trip. Elderhostel participants combine the qualities of the Retired Travelers with those of the Package Tour Groups. However, due to the educational focus of the program, Elderhostel participants are some of the most interested, challenging, and appreciative of all the interpretive audiences aboard the ferries. Educational Groups comprise about 20-30 percent of the winter passengers and less than 5 percent of the summer passengers.



## SEASONAL WORKERS

This group is made up of young people between 18 and 30 years of age who are coming to Alaska to work in canneries, logging camps, aboard fishing boats, or in other seasonal industries. They tend to be on foot, and show moderate interest in the passing scene, natural attractions and forest management. Many have traveled to Alaska several seasons in a row. This segment makes up about 5 percent of the summer passengers.

## VII. INTERPRETIVE OBJECTIVES

The following interpretive objectives are central to the purpose of the plan. They are the means by which the effectiveness of the program can be measured. They also influence the content of information and programs presented to the visitors. The objectives identify what the Shipboard Interpretive Program should accomplish and are expressed from the perspective of the program's participants.

The interpretive objectives are divided into the five sections that define the areas to be interpreted. These include:

- A. Information and Orientation to Southeast Alaska
- B. Information and Orientation to the Tongass National Forest
- C. Natural Resources
- D. Cultural Resources
- E. Management Activities

Each section identifies what visitors should know (learning objectives), what visitors should do (behavioral objectives), and what visitors should feel and believe (emotional objectives) as a result of their participation in the program.



## A. Interpretive Objectives: Information and Orientation to Southeast Alaska

### Know:

1. Southeast Alaska is one of the six major geographic regions in the State.
2. Southeast Alaska is an archipelago of countless islands and intricate waterways that forms Alaska's famed "Inside Passage".
3. Southeast Alaska experiences a temperate, maritime climate with cool, wet summers and mild winters.
4. There are seven major communities and several small villages in Southeast Alaska, including the state's capital city, Juneau.
5. Road access to and within Southeast Alaska is limited, requiring people and goods to travel primarily by water or air.
6. The economy of Southeast Alaska is based on the timber, tourism, and fishing industries with mining also important in some locations.
7. Southeast Alaska possesses a rich Native heritage and culture that plays an important role in the region today.
8. The resources, features, and lifestyles that attracted people to Southeast Alaska in the past are still what draw people to the region today.

### Do:

1. Locate Southeast Alaska on a map and indicate its relationship to the rest of the State, British Columbia and the Yukon, and the Lower 48.
2. Explain some of factors that contribute to Southeast Alaska's temperate, wet weather.
3. Name several of the communities located in Southeast Alaska and identify 2-3 of their main features or attractions.
4. Visit several of the communities along the ferry route.
5. Identify the region's main industries and provide examples from the trip that indicate their presence.
6. Recognize the names of the major Native groups in Southeast Alaska and visit several Native cultural sites.
7. Seek additional information on the history, culture, lifestyles, and attractions of Southeast Alaska from Forest Service and other information sources.
8. Meet and interact with other passengers, crew, and community residents.

## Information and Orientation to Southeast Alaska Continued

9. Attend more programs presented by the Forest Service and others on the resources and features of Southeast Alaska.
10. Share knowledge gained with other family members, passengers, and with friends upon return home.

### Feel:

1. Appreciative of the unique features and scenic beauty of Southeast Alaska.
2. Excited about their trip and the things they are likely to see and experience.
3. Comfortable with the vessel and shipboard procedures.
4. Informed about the route, the attractions along the way, and the opportunities to experience Southeast Alaska firsthand.
5. Admiration for the rich Native culture in the region and respect for the Native people and sites they encounter on their travels.
6. Welcomed by the forest interpreters, ferry crew, residents, and other passengers they meet on the trip.

### Believe:

1. They made a good choice in visiting Southeast Alaska and traveling by ferry.
2. Southeast Alaska offers wonderful opportunities for exploring, learning, adventure, challenge, recreation, and relaxation.

**B. Interpretive Objectives: Information and Orientation to the Tongass  
National Forest**

Know:

1. The Tongass National Forest is part of our country's National Forest System and is managed by the U.S. Forest Service, an agency of the U.S. Department Agriculture.
2. The Tongass National Forest is one of two national forests in Alaska; the other is the Chugach National Forest in Southcentral Alaska.
3. The Tongass National Forest is the largest in the nation and contains almost 17 million acres.
4. The Tongass National Forest is often referred to as a "forest of islands" because of its unique geography and natural features.
5. The Tongass National Forest is the northern extent of the temperate rainforest that stretches along the Pacific Northwest Coast from Northern California to Southeast Alaska.
6. The Tongass National Forest encompasses 85% of Southeast Alaska and its management has a direct impact on the region.
7. The Tongass National Forest contains and abundance an diversity of natural and cultural resources.
8. The Tongass National Forest is managed for a variety of uses and for a sustained yield of its renewable resources.
9. Much of the Alaska Marine Highway route through Southeast Alaska travels adjacent to the Tongass National Forest.
10. There are twelve Forest Service offices, two major visitor centers, and the Shipboard Interpretive Program located in Southeast Alaska to serve the public and provide information and interpretation on the Tongass National Forest.

Do:

1. Locate the Tongass National Forest on a map and indicate the ferry route through the forest.
2. Identify the U.S. Forest Service as the agency that manages the Tongass National Forest.
3. Name several of the natural and cultural resources found in the Tongass National Forest.
4. Briefly describe how the management of the Tongass National Forest differs from other public lands such as National Parks.



## Information and Orientation to the Tongass National Forest Continued

5. Visit the Tongass National Forest and/or a Forest Service site during their travels through Southeast Alaska.
6. Attend more programs presented by the Forest Service and others on the resources and features of the Tongass National Forest.
7. Seek additional information on the features, resources, and management of the Tongass National Forest from Forest Service interpretive programs, visitor centers, and administrative offices.
8. Visit other national forests near their homes or around the country as a result of their positive experience in the Tongass National Forest.
9. Share knowledge gained with other family members, passengers, and with friends upon return home.
10. Meet and interact with Forest Interpreters and other Forest Service personnel.

### Feel:

1. Pride in our national heritage of public lands including our National Forest System.
2. Wonder at the size, numerous resources, unique features, and scenic beauty of the Tongass National Forest.
3. Awareness of the Tongass National Forest's connection with the Pacific Northwest Coast, the Pacific Rim, and the global environment.
4. Interested in those who choose to make Southeast Alaska their home and whose lives are closely tied to the resources and management of the Tongass National Forest.
5. Excited about their visit to the Tongass National Forest and the opportunities it provides.
6. Curious to learn more about the Tongass National Forest, the Alaska Region, and the National Forest System.

### Believe:

1. Public lands, such as the Tongass National Forest, are an important part of our nation's heritage and resources.
2. The Tongass National Forest is a special place with many unique opportunities and features to see and experience.
3. The Forest Service is committed to serving the public and providing information and interpretation on the Tongass National Forest to its visitors.
4. The national forests, including the Tongass, can be managed for a variety of uses and to meet the needs of a diverse public.



### C. Interpretive Objectives: Natural Resources

#### Know:

1. A natural resource is defined as a material supplied by nature.
2. The Tongass National Forest contains an abundance and diversity of natural resources.
3. The unique geography, geology, and climate of the Tongass National Forest determines the kind and distribution of natural resources found in the region.
4. Natural resources can either be renewable or non-renewable. This determines how they will be managed.
5. Natural resources are considered as amenities by some and commodities by others. These perceptions influence the management of natural resources.
6. Some natural resources in the Tongass National Forest are suitable for integrated use while other resources are not.
7. The natural resources of the Tongass National Forest are the primary basis of the region's culture and economy.
8. The natural resources contained in the Tongass National Forest are of regional, national, and global importance.
9. There are many opportunities along the ferry route and in Southeast communities to view and learn about the region's natural resources, their uses, and their management.

#### Do:

1. Define what a natural resource is and identify several of the natural resources contained in the Tongass National Forest.
2. Briefly describe some of the activities associated with the use of various natural resources.
3. Briefly describe the Forest Service role in natural resource management.
4. Visit several natural features and resource sites in the communities along the ferry route.
5. Participate in several forest recreation activities in the communities along the ferry route.
6. Seek additional information on the natural resources of the Tongass National Forest and their management from Forest Service and other information sources.

## Natural Resources Continued

7. Share knowledge gained with other family members, passengers, and with friends upon return home.
8. Follow regulations and policies on the proper use of natural areas and natural resources.
9. Attend more programs presented by the Forest Service and others on the natural resources of Southeast and the Tongass National Forest.
10. Meet and interact with Forest Service and other natural resource managers and forest users.

### Feel:

1. Appreciative of bounty of natural resources contained in the Tongass National Forest.
2. Awareness of the many different ways that natural resources are viewed and how this affects the management of natural resources.
3. Excited about the scenery, wildlife, forest, and natural features they are likely to see and experience.
4. Curious about the lifestyles and industries of the people that live in Southeast Alaska and interested in how these connect with the region's natural resources.
5. Motivated to participate in recreational activities in the communities and the Tongass National Forest that bring them in contact with the area's natural resources and settings.

### Believe:

1. Many of the natural resources of the Tongass National Forest are renewable and can be used, if used wisely.
2. Natural resources form the base of much of what we need to survive, both physically and economically.
3. Trees are just one of the many important natural resources that the Tongass National Forest provides.
4. The Forest Service is committed to the careful stewardship of the Tongass National Forest's natural resources.

#### D. Interpretive Objectives: Cultural Resources

##### Know:

1. Cultural resources are defined as the products of human interaction with the environment.
2. The Tongass National Forest contains an abundance and diversity of cultural resources, both prehistoric and historic.
3. Cultural resources are non-renewable and must be managed in a way that preserves or protects them.
4. Cultures and cultural resources are an integral part of the natural environment and must be approached in that context.
5. Southeast Alaska has been inhabited for around 10,000 years.
6. Successive Southeast cultures are similar in their tie to and dependence on the marine environment.
7. Past and present cultures of Southeast Alaska share a common heritage with the Pacific Northwest Coast of the United States and Canada.
8. The social and cultural values of the region affect and are affected by the use and management of the Tongass National Forest's natural resources.
9. The cultural resources of the Tongass National Forest are of regional, national, and international importance.
10. There are many opportunities along the ferry route and in Southeast communities to view and learn about the region's cultural resources and their management.

##### Do:

1. Define what a cultural resource is and identify several of the cultural resources contained in the Tongass National Forest.
2. Visit several cultural and historical features and resource sites in the communities along the ferry route.
3. Briefly describe the Forest Service role in cultural resource management.
4. Attend more programs presented by the Forest Service and others on the cultural resources of Southeast and the Tongass National Forest.
5. Seek additional information on the cultural resources of the Tongass National Forest and their management from Forest Service and other information sources.



## Cultural Resources Continued

6. Share knowledge gained with other family members, passengers, and with friends upon return home.
7. Follow regulations and policies that help to preserve and protect cultural resources.
8. Get involved in cultural resource education, management, and protection programs upon return home.
9. Meet and interact with Forest Service and other archeologists, historians, and cultural resource managers.

### Feel:

1. Appreciative of bounty and variety of cultural resources contained in the Tongass National Forest.
2. Awareness of the non-renewable nature of most cultural resources and the uniqueness of each cultural site or artifact.
3. Excited about the prehistoric, Alaska Native, and historic sites and features they are likely to see and experience.
4. Curious about the lifestyles and cultures of the people that live in Southeast Alaska past and present.
5. Admiration for the rich Native culture in the region and respect for the Native people, sites, and artifacts they encounter on their travels.
6. Motivated to get involved in cultural resource education, management, and protection programs.

### Believe:

1. The cultural resources of the Tongass National Forest are an important part of the state's and country's national heritage and should be preserved, protected, and interpreted for present and future generations.
2. The Forest Service is committed to careful stewardship of the Tongass National Forest's cultural resources.

## E. Interpretive Objectives: Management Activities

### Know:

1. The Tongass National Forest is managed by the Alaska Region of the U.S. Forest Service, an agency of the U.S. Department of Agriculture.
2. Due to its large size, the Tongass National Forest is managed as three separate areas, each with its own Forest Supervisor.
3. There are many laws that affect the management of the National Forest System and the Tongass National Forest.
4. The management of the Tongass National Forest is guided by a land management plan that directs the activities on the forest for a period of 10-15 years.
5. Some resources and areas of the Tongass National Forest are managed intensively to maximize outputs, to prevent or limit resource damage, or to meet public needs and demands.
6. Some resources and areas of the Tongass National Forest are managed passively to preserve resources, provide opportunities for research, or to meet public needs and demands.
7. The management of the Tongass National Forest has been the focus of a national debate and legislation specific to the Tongass has been passed.
8. The land management planning process for the Tongass National Forest is a public process requiring public input and review on local, regional, and national levels.
9. The management of the Tongass National Forest must be placed in the context of several global issues including deforestation, global warming, biodiversity, and environmental quality.
10. In managing the Tongass National Forest, the Forest Service cooperates with many other federal, state, and local agencies.

### Do:

1. Identify the U.S. Forest Service as the agency that manages the Tongass National Forest.
2. Briefly describe the public's role in the land management planning process.
3. Provide input into the land management plans of the Tongass National Forest and other forests near their homes.
4. Visit other forests near their homes and around the country.
5. Briefly describe the meaning of the phrase "multiple use management" and give some examples of how this is practiced on the Tongass National Forest.

## Management Activities Continued

6. Name several other state and federal agencies that the Forest Service cooperates with and identify how.
7. Name several global issues that influence the management of the Tongass National Forest.
8. Seek additional information and consider all sides of land management issues before making a decision about them.
9. Support the multiple use management of the Tongass National Forest and the National Forest System through words and actions.
10. Attend more programs presented by the Forest Service and others on the management of the Tongass National Forest.
11. Share knowledge gained with other family members, passengers, and with friends upon return home.
12. Meet and interact with Forest Service land management planners and resource managers.

### Feel:

1. Appreciative of the complexities and challenges that face public land managers today.
2. Informed about the land management planning process and encouraged to participate through public comment and review.
3. Informed about the management activities taking place on the Tongass National Forest.
4. Curious about the management activities they are seeing and why they are being done.
5. Awareness of the different opinions on how the Tongass National Forest should be managed.

### Believe:

1. Multiple use management is a sound land management philosophy and balanced use of the Tongass National Forest is being achieved.
2. The Forest Service is made up of capable professionals dedicated to caring for the land and serving the people.
3. The Forest Service is doing a good job of managing the Tongass National Forest.
4. The Forest Service values public input into the land management planning process.



## VIII. INTERPRETIVE THEMES

These interpretive themes were developed to highlight the resources and features of the Tongass National Forest and to accomplish the goals and objectives of the Shipboard Interpretive Program. Similar to the section on Interpretive Objectives, these themes have been formatted into five categories:

- A. Information and Orientation to Southeast Alaska
- B. Information and Orientation to the Tongass National Forest
- C. Natural Resources
- D. Cultural Resources
- E. Management Activities

The themes represent the key concepts and important messages the agency desires to convey to forest visitors. They also serve as the basis for program development. A main theme and several supporting themes are identified in each category. The selection of which to use in a particular program or interpretive item should consider the program setting and the makeup of the target audience.

A. Interpretive Themes: Information and Orientation to Southeast Alaska

It is the blend of physical characteristics and diversity of people that makes up the unique character of Southeast Alaska.

1. Southeast Alaska is a clearly defined region of the State of Alaska.
  - a. Climate
  - b. Vegetation
  - c. Marine Dependence
  - d. Native Culture
  - e. History
  - f. Economics
2. Southeast Alaska's unique geology and geography influence all aspects of life in the region.
  - a. Not Many Places Like It in the World
  - b. Remoteness/Access/Transportation
  - c. Distribution of Natural Resources
  - d. Location and Relation of Communities
  - e. Scenic Beauty
3. The characteristics of Southeast Alaska's communities provide keys to understanding the region.
  - a. History
  - b. Location
  - c. Economies/Industries
  - d. Recreation Opportunities
  - e. Cultures
  - f. Similarities and Differences
4. The resources and features that attracted people to settle in Southeast Alaska historically still draw people to the region today.
  - a. Abundance of Natural Resources
  - b. Beauty
  - c. Economic Opportunities
  - d. Climate
  - e. Remoteness/Wild Character
  - f. Lifestyles

B. Interpretive Themes: Information and Orientation to the Tongass National Forest

The presence, size, and diversity of resources found within the Tongass National Forest influence the economy, industries, and lifestyles of Southeast Alaska.

1. The Tongass National Forest is a "Forest of Islands".
  - a. Physical Characteristics
  - b. Communities
  - c. Wildlife Populations
  - d. Vegetation Patterns
  - e. Management Challenges
2. The ferry route through the Tongass National Forest provides excellent opportunities to view forest resources and management practices first-hand.
  - a. Communities
  - b. Wildlife
  - c. Landscapes
  - d. Resource Use
  - e. Forest Service in Action
  - f. Cultures and Cultural Resources (Historic and Present)
3. The Tongass National Forest is more than trees.
  - a. Many Ecosystems
  - b. Many Resources
  - c. Many Uses
  - d. Habitat for People and Wildlife
  - e. Global Issues (Holistic Approach)
  - f. Marine Dependence
4. The Tongass National Forest is public land and part of the National Forest System.
  - a. Managed by USDA Forest Service
  - b. Contains a Variety of Resources
  - c. Managed for Multiple Use
  - d. Public Process for Management Decisions
  - e. Similarities and Differences to Other Public Lands
5. The Tongass National Forest is unique in the National Forest System.
  - a. Size
  - b. Natural Resources (World Class)
  - c. Cultural Dependence on Forest
  - d. Specific Legislation
  - e. Administrative Considerations
  - f. Management
  - g. Modes of Travel through the Forest



### C. Interpretive Themes: Natural Resources

The Tongass National Forest contains a rich diversity of natural resources that are managed to sustain both consumptive and non-consumptive uses and to provide an economic base for Southeast Alaska

1. The Tongass National Forest contains an abundance and diversity of natural resources.
  - a. Scenery
  - b. Wildlife and Fish
  - c. Minerals
  - d. Timber
  - e. Recreational Settings and Opportunities
  - f. Wilderness
  - g. Water, Air, Soil
2. The presence and location of the Tongass National Forest's natural resources are a result of the region's unique geology, geography, and climate.
  - a. Geology:
    - Relief
    - Surface
    - Soils
    - Mineral Deposits
    - Geologic Features
  - b. Geography:
    - Islands
    - Marine Dependence
    - Temperate Coastal Rainforest
    - Latitude
    - Location/Remoteness
    - Physical Barriers
  - c. Climate:
    - Rainforest
    - Precipitation
    - Temperature
    - Abundance of Water
    - Soils
    - Vegetation and Fauna
    - Erosion
3. The economy, industries, and lifestyles of Southeast Alaska are based on the use of natural resources from the Tongass National Forest.
  - a. Fishing (Sport, Commercial, Subsistence)
  - b. Wildlife (Sport, Commercial, Subsistence)
  - c. Tourism (Scenic, Adventure, Recreation)
  - d. Mining
  - e. Timber Harvest
  - f. Government (Employees, Issues)

## Natural Resources Continued

4. The natural resources of the Tongass National Forest can be defined and perceived in different ways, influencing how people feel they ought to be managed.
  - a. Amenity/Commodity
  - b. Renewable/Non-renewable
  - c. Present Use/Future Use
  - d. Local/National/Global Resource
  - e. Compatible Use/Non-compatible Use
  - f. Parts/Whole
  - g. Differences Lead to Controversy
5. The Tongass National Forest offers many opportunities to view and learn about natural resources and their management.
  - a. Fisheries
  - b. Wildlife
  - c. Timber
  - d. Mining
  - e. Recreation
  - f. Wilderness
6. The timber resource of the Tongass National Forest is the basis of one of the major industries in the region.
  - a. Commercial Species
  - b. Harvest Methods
  - c. Transportation
  - d. Processing
  - e. Markets
  - f. Uses (Historic and Present)
  - g. Management Activities
  - h. Issues
7. The Tongass National Forest contains a variety of habitats that sustain an abundance of game and non-game species of wildlife.
  - a. Habitat Types
  - b. Species/Indicator Species
  - c. Viewing Opportunities
  - d. Cooperative Management
  - e. Uses (Historic and Present)
  - f. Management Activities
  - g. Link with Tourism
  - h. Issues
8. The Tongass National Forest contains more than 1,000 anadromous fish streams and is a nursery to one of the richest fisheries in the world.
  - a. Habitat
  - b. Base of Food Chain
  - c. Life Cycles
  - d. Species
  - e. Economics
  - f. Cooperative Management
  - g. Uses (Historic and Present)
  - h. Management Activities
  - i. Link with Tourism
  - j. Issues

## Natural Resources Continued

9. Tremendous existing and potential mineral deposits are an important aspect of the geology and economy of the region.
  - a. Locations
  - b. Mineral Types
  - c. History
  - d. Economics
  - e. Exploration and Extraction Methods
  - f. Markets
  - g. Management Activities
  - h. Link with Tourism
  - i. Issues
10. Taken as a whole, the old growth temperate rainforest that constitutes much of the Tongass National Forest is an important national and global resource.
  - a. Old Growth Ecosystems
  - b. Wildlife and Fisheries Habitat
  - c. Subsistence and Social Importance
  - d. Research
  - e. Issues
11. The Tongass National Forest contains some of Alaska's and North America's premier Wilderness.
  - a. Wilderness and wilderness
  - b. Variety of Ecosystems
  - c. Wildlife
  - d. Challenge and Risk
  - e. Remoteness/Access
  - f. Wilderness Uses: Recreation, Wildlife, Research
  - g. Unique Management Practices
  - h. Link with Tourism
  - i. Issues
12. The Tongass National Forest offers a spectrum of recreation settings and opportunities highly valued by residents and visitors alike.
  - a. Developed Sites
  - b. Dispersed Sites
  - c. Primitive Sites
  - d. Wilderness
  - c. Interpretive Programs
  - d. Natural and Cultural Sites
  - e. Unique Opportunities
13. The unique geography and world class scenery of the Tongass National Forest is the basis of Southeast Alaska's growing tourist industry.
  - a. Inside Passage
  - b. Unique Features
  - c. Wildlife Viewing
  - d. Sport Fishing
  - e. History of Use, Cultures
  - f. Recreational Opportunities
  - g. Travel Modes



#### D. Interpretive Themes: Cultural Resources

The Tongass National Forest contains a rich diversity of cultural resources that are an important part of our local, state, national, and global heritage and that are managed to be preserved, protected, and interpreted for present and future generations.

1. The Tongass National Forest contains an abundance and diversity of cultural resources.
  - a. Prehistoric Sites
  - b. Historic and Present Day Alaska Native Sites
  - c. Early Exploration Sites
  - d. Russian American Sites
  - e. Historic Mining, Fishing, and Logging Industry Sites
  - f. Depression Era and World War II Sites
  - g. Forest Service Administrative Site and Facilities
2. The past and present day cultures of Southeast Alaska are similar in their relationship to the land and their dependence on the natural resources of the region.
  - a. Dependence on Marine Resources
  - b. Use and Dependence on Fish, Wildlife, Timber, and Mineral Resources
  - c. Transportation Routes/Access/Remoteness
  - d. Ties with Pacific Northwest/Pacific Rim
  - e. Asthetic Connections to the Land
  - f. Subsistence Lifestyles/Issues
3. Southeast Alaska possesses a rich Native heritage and culture that continues to strongly influence the history, politics, lifestyles, and development of the region.
  - a. Native Groups: Tlingit, Haida, Tsimshian
  - b. Region Inhabited for 10,000 Years
  - c. Traditional and Current Village Sites
  - d. Subsistence Lifestyle
  - e. Ties with Pacific Northwest, Canada, Northern Alaska
  - f. Artistic Contributions
  - g. Land Claims and Corporations
  - h. Political Involvement
4. Southeast Alaska and the Tongass National Forest offer many opportunities to view and learn about the Native cultures and heritage of the region.
  - a. Clan Houses
  - b. Totem Parks/Poles
  - c. Museums
  - d. Interpretive Programs/Demonstrations/Dances/Celebrations
  - e. Villages
  - f. Art Galleries and Exhibits
  - g. Classes/Seminars/Books and Publications
  - h. Place Names

## Cultural Resources Continued

5. Southeast Alaska and the Tongass National Forest place names and locations provide a record of the cultures that have explored and inhabited the region.
  - a. Tlingit, Haida, Tsimshian
  - b. English (Cook, Vancouver)
  - c. French (LaPerouse)
  - d. Spanish (Bodega y Quadra)
  - e. Russian (Russian America)
  - f. Non-Native Settlers (Miners, Fishers, Loggers)
  - g. American (Depression Era, World War II, Geologic Surveys)
6. For more than half a century, Southeast Alaska was the headquarters of the Russian American empire in North America and evidence of its influence can still be observed.
  - a. Place Names/Family Names
  - b. Fort Sites
  - c. Churches and Religious Influence
  - d. Sitka
  - e. Resource Use
  - f. Present Day Ties with USSR (Research, Exchanges)
  - g. Museums/Exhibits
7. The exploration for and discovery of important mineral deposits in Southeast Alaska and neighboring regions led to the first large-scale settlement and development of the area by non-Native peoples.
  - a. Routes (Inside Passage, Stikine River, Trails)
  - b. Mining Claims and Mine Sites
  - c. Communities (Wrangell, Juneau, Skagway)
  - d. Mills and Transportation Facilities
  - e. Place Names
  - f. Development of Related Industries
  - g. Artistic Representations and Themes
  - h. Link to Tourism
  - i. Museums, Trails, Historic Sites, Exhibits
8. Evidence of Southeast Alaska's past and continuing dependence on the rich fisheries resources of the region can be found along the entire ferry route.
  - a. Major Salmon Streams/Fishing Grounds
  - b. Traditional Fishing Sites/Importance
  - c. Communities
  - d. Salteries, Canneries and Processing Plants
  - e. Fishing Fleets
  - f. Museums/Exhibits
  - g. Artistic Representations and Themes
  - h. Subsistence/Other Social Issues
  - i. Links with Tourism
9. Evidence of Southeast Alaska's past and continuing dependence on the timber resources of the region can be found along the ferry route.
  - a. Traditional Uses of Wood
  - b. Settlement and Industrial Needs
  - c. Sawmills and Logging Operations
  - d. Artistic Representations and Themes
  - e. Social Issues

## Cultural Resources Continued

10. Like the rest of the country, Southeast Alaska was influenced by the Great Depression and U.S. involvement in World War II.
  - a. Civilian Conservation Corps Recreational Projects
  - b. Civilian Conservation Corps Cultural Projects
  - c. Fox Farms
  - d. Decline of Salmon Fisheries
  - e. Military Bases
  - f. Communication Sites
  - g. Statehood
  - h. Links with Tourism
11. In addition to its scenic beauty, Southeast Alaska's rich history and culture have attracted tourists to the region for over a century.
  - a. Early Explorers and Journalists
  - b. Cruise Industry
  - c. Development of Visitor Attractions and Facilities
  - d. Artistic and Cultural Souvenirs
  - e. Historic Preservation Projects
  - f. Famous Visitors
  - g. Adventure Travel/International Travel
  - h. Communities
12. The cultural resources management program in the Tongass National Forest includes several activities that are related and ongoing.
  - a. Site Identification/Inventory
  - b. Historical Research/Documentation
  - c. Archeological Excavations
  - d. Archives
  - e. Interpretation/Education
  - f. Enforcement/Compliance/Protection
  - g. Cooperative Efforts



## E. Interpretive Themes: Management Activities

The Forest Service, under the direction of federal and state laws, uses a public planning process to achieve balanced management of the Tongass National Forest.

1. The Tongass National Forest is managed for multiple use.
  - a. Conservation, Wise Use
  - b. Sustained Yield
  - c. Compatible/Non-compatible Use
  - d. Changing Uses (Values, Needs)
  - e. New Perspectives
  - f. Economic Impacts
  - g. Comparison with Other Public Lands
2. The management of the Tongass National Forest is unique in many ways.
  - a. Size
  - b. Diversity of Resources
  - c. Specific Laws/Congressional Involvement
  - d. History
  - e. Public Interest
  - f. Global Issues
  - g. Administrative Considerations
  - h. Other Agencies/Cooperation
3. There are laws and established procedures that direct the management of the Tongass National Forest.
  - a. National Public Land Laws
  - b. National Forest System Laws
  - c. Alaska Laws
  - d. Tongass Laws
  - e. Land Management Planning Process
4. Managing the Tongass National Forest is a challenging and changing balancing act.
  - a. Interest Groups
  - b. Resources
  - c. Local vs National
  - d. User Groups
  - e. New Perspectives
  - e. Other Agencies
  - f. Economics (Internal, External)
  - g. Use vs Preserve/Protect
  - h. Congress
5. The Tongass Land Management Plan guides and directs forest management on the Tongass National Forest.
  - a. Link with National Environmental Policy Act (NEPA)
  - b. Ongoing Process
  - c. Identifying Issues
  - d. Management Situation
  - e. Alternatives
  - f. Public Comment and Review
  - g. Implementation and Monitoring

## Management Activities Continued

6. The land management planning process for the Tongass National Forest recognizes that there many ways to manage the forest.
  - a. Changing Needs and Desires
  - b. Economics and Market Fluctuations
  - c. Range of Outputs
  - d. Tradeoffs
  - e. Always Some Negative Impacts
  - f. Amenity vs Commodity Resources
  - g. New Perspectives
  - h. Present vs Future Needs
  - i. Local vs National Needs
7. The management of the Tongass National Forest is accomplished on many different levels and in a variety of ways.
  - a. Definition of Management
  - b. Active vs Passive Management
  - c. Levels: Local, Regional, National
  - d. Resource Manipulation vs People Manipulation
  - e. Forest Service Staff: Diversity, Disciplines
  - f. Overall Planning vs Project Level Planning
8. The management of the Tongass National Forest can be discussed in the context of many global issues.
  - a. Biodiversity, Threatened and Endangered Species
  - b. Deforestation/Global Warming
  - c. Old Growth Forests
  - d. Environmental Quality
  - e. New Perspectives
  - f. Economics and World Markets
  - g. Maintaining Cultural Diversity

## IX. CONSTRAINTS AND CONSIDERATIONS

Before making specific recommendations for interpretive methods and media, it is important to identify the limitations inherent in the Shipboard Interpretive Program and to address other program management considerations.

### **PASSENGER MOTIVATION**

One of the most critical aspects of the Shipboard Interpretive Program is that the participants are passengers first and visitors to the forest second. Basic transportation is their primary reason for traveling on the ferry. They are a captive audience for the duration of the voyage. As a result, many passengers welcome opportunities for education, entertainment, and diversion. It is not something they expect, rather it is considered a bonus, a nice addition to the trip. It is important to keep this perspective in mind when planning for and providing interpretive services.

### **FACILITIES**

Another significant aspect of the Shipboard Interpretive Program is that it does not take place at or in a Forest Service facility. The ferries are owned and operated by the State of Alaska and the interpretive program takes place at the invitation of the Alaska Marine Highway System. This arrangement is formalized by a cooperative agreement between the Regional Forester and the System Director, and has been in effect for twenty years. However, it can be terminated by either party at any time with a 90-day written notification.

According to the terms of the agreement, the ferry system provides a stateroom for the forest interpreter stationed on board each ferry. In most cases, it is the same stateroom from week to week, but the room can change based on system needs and passenger loads. The Forest Service does not have a permanently assigned stateroom. The system also allows an interpretive station to be placed aboard each mainline ferry but generally prefers that these stations be portable. The stations are removed when not in use or when a ferry goes into the yard for annual maintenance.

Other than what is provided by the stateroom, the station, and portable locking audio-visual cabinets, secured storage space is limited on all vessels. The same holds true for work or office space while on board. There is no storage space at any of the ferry terminals along the route.

Only two of the four mainline ferries have separate theater lounges, and one doubles as a recliner lounge. Access to shipboard video equipment has been limited in the past, both in terms of physical access to the equipment and by concerns over commercial use and copyright laws. Exhibit and display space is minimal.

All audio-visual, public address, and interpretive equipment and supplies are provided by the Forest Service. They are brought on board or removed as the program schedule dictates. The logistics of purchasing, storing, maintaining, transporting, and setting up/taking down the equipment and supplies is one of the more challenging aspects of the program. Equipment must be lightweight yet durable, attractive, easy to use, and vandal-resistant.



## COOPERATIVE AGREEMENTS

The cooperative agreement between the Forest Service and the Alaska Marine Highway System addresses programming as well as facilities. Due to the nature of the system and the route, the Forest Service has agreed to interpret the whole environment of Southeast Alaska as well as the Tongass National Forest. This includes providing information and interpretation on Southeast communities, the marine environment, and the ferry system itself. This increases the number of topics to be interpreted and adds to the complexity of the program. Another provision states that the Forest Service will not interpret topics of a highly controversial nature.

In addition to the cooperative agreement with the ferry system, the Forest Service has another with the University of Alaska Fairbanks (UAF) Elderhostel Program. In it the Forest Service agrees to provide a forest interpreter on each trip conducted during the winter months aboard the ferry system as part of the Elderhostel Marine Highway Program. The two agreements are complimentary and establish a three-way partnership. However, it is important to note that UAF Elderhostel is responsible for administering the winter program. The Forest Service assists in, but does not control, the overall program.

In recent years, several cooperative agreements have been developed with private cruise lines to provide for the training of cruise ship staff and to allow for the exchange of interpretive materials and information. A number of these have expanded to include Forest Service staffing on shore excursions and potential shipboard staffing by forest interpreters. While not the primary focus of the Shipboard Interpretive Program and this plan, the impacts and implications of these partnerships do influence both.

## SEASONAL VARIATIONS

The passengers and the nature of the voyages vary greatly from season to season, shifting the target audiences and influencing the focus of interpretive programming.

The summer months from mid-May through mid-September are the system's busiest. Four mainline and two feeder ferries operate during this time. Car deck, stateroom, and food service facilities are filled to capacity. Viewing and recliner lounges are crowded and passengers compete for empty seats. Time in port tends to be longer to accommodate the loading and off-loading of vehicle traffic.

The bulk of summer passengers are non-residents, including Family Travelers (20%), Retired Travelers (30%), Package Tour Travelers (10%), Students and Adventure Travelers (10%), and Foreign Travelers (5%). For many, it is their first visit to Alaska and first introduction to Southeast.

Summer days are long and temperatures are mild. Wildlife viewing opportunities are plentiful, particularly for birds and marine mammals. Activity abounds on the water and ashore, providing many interpretive opportunities. While popular, audio-visual programs can conflict with viewing opportunities by darkening the observation lounges.

The winter season extends from mid-October through mid-April. Rates are lower during this period and traffic is much lighter. In addition to two feeder ferries, only two mainline ferries operate during the winter. Alaska residents account for 50% of the winter passenger loads. New and Departing Residents (10%) and Elderhostel Education Groups (30%) comprise the balance.

Winter days are short and dark. Poor weather and rough seas often limit viewing opportunities and make travel difficult for some passengers. Deck access may be denied. Schedule delays are common. Most ports are visited during the hours of darkness and port calls tend to be shorter due to the lighter passenger and vehicle loads. Large groups of school children frequently occupy the entire observation lounge making formal presentations difficult.

Winter programming does offer an excellent opportunity to meet and interact with Southeast Alaska residents and to provide more in-depth presentations to smaller groups. Audio-visual programs, exhibits, and handouts are particularly welcome this time of year.

The months of September, October, April, and May provide a transition between summer and winter programming. Fall and spring are referred to as the "shoulder seasons." Seasonal workers travel in large numbers during these months, headed to and from summer jobs. Traffic is heavy in one direction and light in the other.

#### FERRY SCHEDULE AND ROUTE

As with the facilities, the ferry schedule is controlled entirely by the Alaska Marine Highway System. The Forest Service must be flexible and adapt its program schedule to that of the ferries. Route are predictable but arrival times and time in port are not. Vessel breakdowns, rough weather or seas, shipboard emergencies, potential labor strikes, and system funding all affect the ferry schedule and are beyond Forest Service control.

While all of the ferries operate in the same waters, each has a different route and schedule. One of the biggest variations is whether a ferry travels from Prince Rupert, British Columbia or Bellingham, Washington.

The Bellingham ferry is usually the largest of the available ferries and is the most crowded. Summer passenger loads can reach seven hundred or more, making this the most challenging ferry to work. This ferry makes one roundtrip per week with a one-way passage lasting three or three and a half days. Whether or not to provide roundtrip staffing is a consideration on the Bellingham ferry during the summer season. Winter Elderhostel programs are generally conducted on this ferry. The Bellingham ferry carries a high percentage of seasonal workers, new and departing residents, and Alaskans headed south for vacation, particularly in the fall, winter, and spring.

The Prince Rupert ferries make two round trips per week with a one-way passage lasting one and a half to two days. They tend to be the smaller of the available ferries and while full during the summer months, carry a lighter load in the winter.



There are two feeder ferries to serve the outlying small settlements. They usually carry a high percentage of Alaskan residents traveling between Southeast communities. These ferries make frequent stops, and, as a result, are often slower than the mainline ferries. They may have long layovers in the larger ports of call to allow for passengers to conduct their business and return home by the same ferry.

The number of ferries assigned to each run has varied. During the summer months, there have been two Bellingham and two Prince Rupert ferries in some years. In other years, there have been three ferries traveling to Prince Rupert and only one to Bellingham. There is usually one Bellingham and one Prince Rupert ferry during the winter months. Individual ferries shift runs throughout the year based on the shipyard maintenance schedule.

The direction of ferry travel also influences the size, make up and interests of the passenger load. Passengers traveling north generally exhibit a higher level of excitement and interest than southbound travelers. Many may be visiting Alaska and experiencing Southeast for the first time. They seek information about the ferry, the route, Southeast communities, and the things they are seeing along the way. They are also thinking ahead towards the long drive to the Interior and are interested in/concerned about road conditions on the Alaska Highway. Northbound loads are particularly heavy from April through July.

Southbound passengers are usually visitors on the last leg of a long vacation or are residents headed to the Lower 48 for business or pleasure. With the former, thoughts are already returning to home and work while the later are anticipating leaving the State behind and getting on with their trip. Southbound passengers tend to have less patience and enthusiasm but they do welcome opportunities to recount their travels and share their experiences with others. They enjoy programs that create links and make comparisons between different regions of the State and help them tie together what they have seen and experienced. Southbound passengers are less interested in stops along the route and are eager for the trip to be over. Southbound loads are heaviest from July through October.

The time of day each ferry travels through an area or arrives in a port can also vary considerably. The interpretive schedule must reflect this and staff should be provided with several media options to choose from when presenting programs or interpretive materials.

The result of the above above ferry schedule and route considerations is that it is impossible to devise one program schedule that works for all ferries. Instead, schedules and interpretive programming must be tailored to meet the needs of individual ferries.



## INTERPRETIVE MEDIA AND SUBJECT MATTER

The range and complexity of subjects to be interpreted and the limited media appropriate for the ferry setting result in a significant challenge to the Shipboard Interpretive Program. This is evidenced in many ways. New interpreters require an extensive orientation and training program. It often takes an entire season for them to learn the necessary material and even longer to master it. Limited display and exhibit space on board and at the stations constrains the amount of information that can be conveyed in this manner. Audio-visual programs are a useful tool but must be tailored to meet the special requirements of the program. The cost of printing free materials limits the range of what can realistically be distributed. The ability to sell material through an interpretive association sales outlet is restricted. Even using all of the media mentioned above, it is not possible to cover all topics on a single trip or in one week, hence the importance of identifying and prioritizing the messages to be conveyed.

Another subject matter consideration is seeking a balance in the technical level of the information provided. Most audiences consist of participants from both ends of the knowledge spectrum. They are either first time visitors to Alaska and Southeast or they are residents with lots of background knowledge and local experience. Usually a choice must be made as to which audience to target.

Finally, the interpretive program is designed to be taken as a whole in order to provide a well-rounded view of the forest, its resources, and its management. However, most passengers only experience a portion of the entire program based on the length of their trip, ports of call, direction of travel, and time of day or year.

## BUDGET AND STAFFING

An assumption has been made in preparing this plan that the program's budget and staffing ceilings will not increase dramatically in the next few years. Program staff will continue to be a mix of paid and volunteer interpreters. Paid staff will generally be hired at the GS-5 level. Program dollars will continue to cover the cost of some equipment and supplies. However, present funding levels are not sufficient to expand the length of season, increase the level of staffing, or purchase major pieces of equipment such as new interpretive stations or video projection units.

## STAFF RETENTION AND DEVELOPMENT

The shipboard forest interpreter does a demanding job in a highly visible setting. Working independently, interpreters have the freedom to set their own schedules and create their own programs. They are also responsible for demonstrating initiative, solving problems, and working with little or no supervision for long periods of time. These positions require employees with a high level of experience, skill, self-motivation, and maturity.

While novel at first, shipboard living conditions prove difficult and draining over the long run. Erratic schedules, long hours, cramped quarters, slow and monotonous dining arrangements, and limited opportunities for physical exercise characterize shipboard life. Maintaining enthusiasm and a high level of customer service are also difficult to sustain in such a highly interactive environment. Frequent travel precludes opportunities to get involved in community activities in the evenings or on weekends.

Past interpreters indicate the shipboard job is one of the most challenging positions in the field, but also one of the most rewarding and enjoyable. Typically, many summer interpreters return for a second season, and a few return for a third. Turnover on the the winter staff is higher given the more demanding nature of the Elderhostel program and the length of the season. The potential for burnout for those interpreters working both the summer and winter programs is high. Any staffing plan must take these factors into account.

## X. ANALYSIS AND RECOMMENDATIONS

This section links the interpretive themes to the target audiences. It also identifies the range of interpretive media to be used to convey each theme. It closes with a prioritized listing, by media, of the programs and materials to be developed to accomplish this plan.

### MATRIX I

Each target audience has different interest and information needs. Not all messages and themes are appropriate for all audiences. Matrix I indicates which interpretive themes are likely to be effective with each shipboard target audience, based on the audience analysis. For example, column B-5 refers to the fifth theme in the Information and Orientation to the Tongass National Forest category. The matrix indicates that this theme is appropriate for retired travelers, package tour travelers, backpackers and adventure travelers, Alaskan residents, and university educational groups.



## Legend for Matrix I

### A. Information and Orientation to Southeast Alaska

1. Southeast Alaska is a clearly defined region.
2. Unique geology and geography influences life in the region.
3. Community characteristics provide key to understanding Southeast.
4. Historic resources and features still draw people to region.

### B. Information and Orientation to the Tongass National Forest

1. The Tongass NF is a "Forest of Islands".
2. Ferry route provides excellent Tongass NF viewing opportunities.
3. The Tongass NF is more than trees.
4. The Tongass NF is public land.
5. The Tongass NF is unique.

### C. Natural Resources

1. The Tongass NF contains an abundance and diversity of natural resources.
2. The region's natural resources are a result of its geology, geography, and climate.
3. The region's economy and lifestyles are based on natural resources.
4. Perceptions on natural resources vary widely.
5. The Tongass NF offers many opportunities to view natural resources.
6. Timber resources.
7. Wildlife resources.
8. Fisheries resources.
9. Mineral resources.
10. Old Growth resources.
11. Wilderness resources.
12. Recreation resources.
13. Scenic and tourism resources.

# MARTIX I

										Themes																					
										A	A	A	A	B	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	C	C
										1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13
Audiences																															
Family Groups		X		X	X	X	X		X		X	X	X		X		X	X									X				
Retired Travelers		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X								X	X			
Package Tours		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X										X			
Backpackers		X	X	X	X	X	X			X	X	X		X			X	X		X	X					X	X	X			
Foreigners		X	X	X	X	X	X				X	X	X				X	X								X	X	X			
Alaska Residents		X	X	X	X	X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		
New/Departing		X	X	X	X	X	X	X	X	X	X	X	X	X																	
Eudcation Groups																															
Elderhostel		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X										
University		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X										
Elementary		X	X		X	X	X	X			X	X	X		X	X	X	X	X	X	X										
Seasonal Workers		X			X	X	X				X	X	X		X	X	X	X	X												

## Legend for Matrix I

### D. Cultural Resources

1. The Tongass TNF contains an abundance and diversity of cultural resources.
2. Past and present cultures have similar relationships to the land.
3. Southeast's rich Native culture continues to influence the region.
4. Southeast and the Tongass NF offers opportunities to learn about Native cultures.
5. Place names provide a record of explorations and cultures.
6. Russian America and Russian influence.
7. Mining exploration and history.
8. Development of fishing industry.
9. Development of timber industry.
10. Depression, Civilian Conservation Corps, and World War II history.
11. Development of tourism industry.
12. Cultural resources management in the Tongass NF.

### E. Management Activities

1. The Tongass NF is managed for multiple use.
2. The management of the Tongass NF is unique.
3. Laws and procedures direct the management of the Tongass NF.
4. Managing the Tongass NF is a challenge.
5. The Tongass Land Management Plan directs Tongass NF management.
6. There are many ways to manage the Tongass NF.
7. The management of the Tongass NF is accomplished at many levels.
8. The management of the Tongass NF is related to many global issues.



MARTIX I - CONTINUED

Themes

D	D	D	D	D	D	D	D	D	D	D	D	D	E	E	E	E	E	E	E
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8

Audiences

Family Groups	X	X		X	X	X	X						X						
Retired Travelers	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	
Package Tours	X	X	X	X	X	X	X	X		X	X		X						
Backpackers	X	X	X	X									X	X		X	X	X	X
Foreigners	X	X		X	X								X						
Alaska Residents		X	X				X	X	X	X	X	X		X	X		X	X	X
New/Departing	X	X	X		X								X	X		X			
Eudcation Groups																			
Elderhostel	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
University	X	X	X	X	X							X	X	X	X	X		X	X
Elementary	X	X	X	X	X	X	X												
Seasonal Workers		X					X	X	X				X						

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## MATRIX II

The media used to convey an interpretive theme must vary with the target audience and the nature of the message to be delivered. Matrix II displays the media choices for each interpretive theme identified in Section VIII.

The range of media displayed requires some explanation. A more complete listing of interpretive media choices can be found in Appendix . This original list was reduced based on the constraints and considerations previously detailed. Additionally, a contact counter, roving patrol and a reference library will be available on all ferries when they are staffed making it unnecessary to include them in the matrix.

All of the themes can be used as the basis for a formal talk or lecture. The selection of an individual theme for such a presentation will depend on the audience involved. Interpreters will be encouraged to use appropriate visual aids and the passing scene to make these talks more meaningful and interesting. Some themes also lend themselves to storytelling or living history techniques (as indicated by the matrix). These techniques should be incorporated into formal oral presentations whenever feasible.

At present, there are no Alaska Natural History Association sales outlets on the ferries as part of the Shipboard Interpretive Program but each vessel does operate a gift shop. Therefore, the revised media list does not indicate which items will be free or which will be sold. Interpretive staff will distribute those items that are free and will work with the Alaska Marine Highway System to carry an appropriate inventory of interpretive items for purchase on board.

Whenever possible, interpreters will highlight appropriate anniversary and commemorative events in shipboard programs and displays. These will be linked as they occur with the pertinent interpretive themes. For this reason, the "special events" category was also not included in the revised media list.

## Legend for Matrix II

### A. Information and Orientation to Southeast Alaska

1. Southeast Alaska is a clearly defined region.
2. Unique geology and geography influences life in the region.
3. Community characteristics provide key to understanding Southeast.
4. Historic resources and features still draw people to region.

### B. Information and Orientation to the Tongass National Forest

1. The Tongass NF is a "Forest of Islands".
2. Ferry route provides excellent Tongass NF viewing opportunities.
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1. The Tongass NF contains an abundance and diversity of natural resources.
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3. The region's economy and lifestyles are based on natural resources.
4. Perceptions on natural resources vary widely.
5. The Tongass NF offers many opportunities to view natural resources.
6. Timber resources.
7. Wildlife resources.
8. Fisheries resources.
9. Mineral resources.
10. Old Growth resources.
11. Wilderness resources.
12. Recreation resources.
13. Scenic and tourism resources.



# MARTIX II

	Themes																					
	A	A	A	A	B	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	C	C
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Interpretive Media</b>																						
Activity Guide	X		X			X				X		X		X		X	X					
Discovery Guide														X		X	X				X	
AV/Theater	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X
Book					X	X	X		X	X				X							X	
Brochure					X			X	X						X	X	X	X	X	X	X	
Demonstration, Living History																						
Display/Exhibit				X		X			X	X		X			X	X	X	X	X	X	X	X
Guided Walk																	X					
Interactive Video	X					X	X			X		X		X	X	X	X	X		X	X	X
Newspaper					X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
Audio Tape						X					X		X		X		X	X				
Specimen										X					X	X	X	X				
Map					X	X					X				X	X	X	X	X	X	X	
Relief Model	X	X			X	X																
Chart/Poster	X				X										X	X	X	X				
Storytelling			X	X								X								X		
Timeline			X																			

## Legend for Matrix II

### D. Cultural Resources

1. The Tongass TNF contains an abundance and diversity of cultural resources.
2. Past and present cultures have similar relationships to the land.
3. Southeast's rich Native culture continues to influence the region.
4. Southeast and the Tongass NF offers opportunities to learn about Native cultures.
5. Place names provide a record of explorations and cultures.
6. Russian America and Russian influence.
7. Mining exploration and history.
8. Development of fishing industry.
9. Development of timber industry.
10. Depression, Civilian Conservation Corps, and World War II history.
11. Development of tourism industry.
12. Cultural resources management in the Tongass NF.

### E. Management Activities

1. The Tongass NF is managed for multiple use.
2. The management of the Tongass NF is unique.
3. Laws and procedures direct the management of the Tongass NF.
4. Managing the Tongass NF is a challenge.
5. The Tongass Land Management Plan directs Tongass NF management.
6. There are many ways to manage the Tongass NF.
7. The management of the Tongass NF is accomplished at many levels.
8. The management of the Tongass NF is related to many global issues.

MARTIX II - CONTINUED

	Themes																			
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8
Interpretive Media																				
Activity Guide				X																
Discovery Guide				X			X													
AV/Theater	X	X	X	X			X	X	X	X	X	X	X	X					X	X
Book																				
Brochure	X			X	X							X	X	X	X		X		X	
Demonstration, Living History				X	X		X	X	X	X	X									
Display/Exhibit	X	X		X	X		X	X	X	X	X	X							X	X
Guided Walk				X		X														
Interactive Video	X			X	X															
Newspaper	X											X	X	X	X	X	X	X	X	X
Audio Tape			X	X																
Specimen				X								X								
Map	X		X	X	X		X	X		X										
Relief Model																				
Chart/Poster				X																
Storytelling			X	X	X			X	X	X	X	X								
Timeline	X		X		X	X	X	X	X	X	X									



## RECOMMENDED INTERPRETIVE MEDIA

Matrix II provides a comprehensive list of media to be developed for the Shipboard Interpretive Program. In some cases, several themes can be conveyed in the same program, publication, or display. In other cases, the identified media already exist but can be supplemented or revised. The following section indicates the items needed under each media type, listing them in order of priority.

### Audio-visual Programs

#### Slide Programs

1. Introduction to Southeast Alaska and the Tongass National Forest
2. Timber Industry History and Management
3. Wildlife Natural History and Management
4. Fisheries Natural History and Management
5. Geology, Mining History and Minerals Management
6. Native Cultures of Southeast
7. Tongass Wilderness
8. Recreation/Tourism History and Opportunities
9. Cultural Resources Overview
10. Natural Resources Overview
11. Managing the Tongass: A Balancing Act

#### Videos

1. Introduction to the Tongass National Forest
2. Native Cultures of Southeast Alaska
3. Tongass Wildlife
4. Fish from the Forest
5. Tongass Wilderness
6. Timber Management and Issues
7. Recreation/Tourism History and Opportunities
8. Geology, Mining and Minerals Management on the Tongass

#### Films

To be purchased as appropriate or available.

## Brochures

1. Tongass National Forest Fact Sheet
2. Timber Management Fact Sheet
3. Wildlife Management Fact Sheet
4. Fisheries Management Fact Sheet
5. Minerals Management Fact Sheet
6. Wilderness Fact Sheet
7. Recreation Opportunities Fact Sheets
  - Campgrounds
  - Trails
  - Cabins
  - Forest Service Offices
8. Native Cultures of Southeast Alaska Fact Sheet
9. Cultural Resources Management Fact Sheet
10. Land Management Planning Process Fact Sheet
11. World War II/CCC History Fact Sheet

A number of full-color, detailed brochures on the above topics exist and are currently distributed as part of the Shipboard Interpretive Program. These will continue to be distributed when they are supplied by the appropriate resource staff. The fact sheets will offer an inexpensive, informative, easily revised method of providing this same information when the brochures are out of print, become cost prohibitive, or are otherwise unavailable.

## Displays

1. Native Cultures of Southeast Alaska
2. Cultural Resources of the Tongass National Forest
3. The Unique Qualities of the Tongass National Forest
4. Resources of Southeast Alaska
5. Timber Management
6. Wildlife Management
7. Fisheries Management
8. Minerals Management
9. Old Growth on the Tongass
10. Tongass Wilderness
11. Recreation/Tourism Opportunities
12. Natural Resources of the Tongass National Forest
13. Past and Present Ties to the Land
14. Fishing History
15. Timber History
16. Mining History
17. Tourism History
18. World War II/CCC History

Text blocks and photographs needed to create the above displays will be typeset, enlarged, and mounted for use in temporary exhibits at the interpretive stations on board.

## Maps

1. Tongass National Forest with the Ferry Route
2. Geography of Southeast Alaska
3. Geology of Southeast Alaska (showing past and present mines)
4. Climate of Alaska
5. Timber Harvest Areas/Features/Facilities
6. Wildlife Viewing Areas
7. Fish Streams/Hatcheries/Enhancement Projects
8. Wilderness and Special Management Areas
9. Old Growth Forest
10. Recreation Facilities
11. Alaska Native Cultural Sites
12. Place Names of Southeast Alaska
13. World War II/CCC Sites
14. Current Tongass Land Management Plan Map(s)

A display copy of the maps identified above should be available on each ferry as part of a set of reference maps, posters, and charts. Those that are not available commercially can be created using a series of overlays on the Tongass National Forest map. The maps can be displayed using flip chart stands placed near the interpretive stations.

## Charts and Posters

Charts and posters depicting the following will be purchased, laminated, and displayed if they are commercially available.

1. Tongass: Forest of Islands
2. Wildlife Species of Southeast
3. Fish Species/Life Cycles/Fishing Vessels and Gear Types
4. Uses of Timber Products
5. Subsistence Uses of Natural Resources
6. Native Cultures and Artforms of Southeast Alaska
7. Common Minerals

## Timelines

Interpretive staff will purchase or create timelines depicting the following:

1. Important Dates in the Histories of Southeast's Communities
2. Exploration and Settlement Timeline for Southeast Alaska

## Guided Walks

Short guided walks can be offered during time in port as ferry schedules, location, and passenger interest permit. Such walks usually work best in Wrangell and Sitka.



### Specimens

Specimens and visual aids relating to the below topics will be identified and obtained as possible.

1. Timber Harvest Methods
2. Wood Product Samples
3. Wildlife Pelts, Bones, Teeth, Etc.
4. Fish and Fish Harvest Methods
5. Rock, Mineral, and Soil Samples
6. Historic Photographs, Artifacts, Etc.
7. Native Art Samples and Replicas

### Newspapers

Interpretive staff will work with the Public Affairs Office in revising the Tongass Tides and Trails newspaper to include the topics identified in this plan.

### Demonstrations, Replications, and Living History

Native cultural demonstrations and living history presentations will be developed through a cooperative program with Sealaska Heritage Foundation and other village corporations. Interpretive staff of Native heritage will be encouraged to prepare and present similar program as appropriate.

Living history programs on other aspects of Southeast's history will be developed as time and interest permits by experienced or returning staff once they have learned the overall program. Guest speakers will also be invited to share programs of a similar nature as appropriate.

### Children's Activity Guides

The following can be developed as one-page coloring or activity sheets. Eventually, several can be combined into a children's activity book to be produced and sold by the Alaska Natural History Association. These projects will be developed by staff working with the Natural Resources Education Coordinator.

1. Map of Southeast Alaska with Communities and Ferry Route
2. Community Pictures and Activity Sheets
3. Ferry Pictures and Shipboard Scavenger Hunt
4. Southeast Industries and Workers
5. Wildlife Species and Habitats
6. Native Art Forms
7. Checklists for Communities Visited, Things Viewed from Ferry, Types of Attractions Visited, Etc.

### Discovery Guides/Books

1. A book needs to developed on "Discovering the Tongass National Forest". It can provide general information on the national forest and highlight opportunities to view and learn about natural and cultural resources and management. It can also include a section on recreational opportunities.
2. A "Guide to Wildlife Viewing in the Tongass National Forest" can also be developed to compliment the state-wide viewing guide under development by the Alaska Department of Fish and Game.
3. As the program in the Region oand on the Tongass National Forest evolves, a "Passports in Time/Windows on the Past" publication can be developed along the lines of the one produced in Region 6. This could also be produced as a series of historical guides to the Tongass-one for each period in local history.

Due to the time and cost involved in developing the above items, it is recommended that they be produced and sold by the Alaska Natural History Association.

### Audio Tapes

A series of audio tapes can be developed for use by visually impaired and other interested passengers. They could be available on a check out basis or as a sale item. The series could be called the "Sounds of Southeast" and include the following tapes:

1. Tongass Ecosystems (with typical wildlife and weather sounds)
2. Southeast Industries (including sound descriptions of harvest methods and interviews with workers)
3. Southeast Communities (with sounds distinctive of each and interviews with residents)
4. Southeast History (with readings from old diaries and letters)

### Relief Model

A relief model of Southeast and the Tongass National Forest could be created and installed on each ferry. Such a model helps convey the geography and physical aspect of the region to all passengers, but particularly those with visual or hearing impairments.

### Interactive Video System

An interactive video system could be developed for placement on all ferries to provide information on the resources, features, and opportunities to be founds in Southeast Alaska and in the Tongass National Forest. The system also could be designed to measure customer satisfaction and allow for visitor comments and input. Such a system could improve service on unstaffed ferries and provide responsive information and interpretation to visitors with hearing impairments.

## **XI. IMPLEMENTATION**

The ability to implement the programs and services identified in the previous section of the plan and the time needed to do so depend on the following: staffing levels and Full-Time Equivalent (FTE) ceilings, annual funding, the availability of special allocations, and the agency's continuing support of the Shipboard Interpretive Program. This section on plan implementation has three parts. The first addresses staffing needs, the second identifies a program development schedule, and the third focuses on large-scale projects or expansions.

### **STAFFING**

The effectiveness and impact of the Shipboard Interpretive Program depends primarily on the level of staffing that is approved and funded. The following identifies four alternative staffing increments for the Shipboard Interpretive Program. Each alternative contains a list of staff, a description of the interpretive program, limitations, and benefits provided at that level, and a staffing schedule. Additional staffing considerations are discussed after the alternatives are displayed.



### Alternative One: Minimum Level

(This is the current level of staffing)

#### Staff

1	Interpretive Specialist	GS-9	PFT
1	Supervisory Forest Interpreter	GS-7	PFT
1	Lead Forest Guide	GS-5/6	(8.5 pp - summer)
4	Forest Interpreters	GS-5	(8.5 pp each - summer)
3	Volunteer Forest Interpreters		(8.5 pp each - summer)
2	Forest Interpreters	GS-5	(13 pp each - winter)

Total FTE's: 4.6

#### Interpretive Program

This level of staffing provides for programming on the four mainline ferries from June 1 through Labor Day as per the cooperative agreement with the Alaska Marine Highway System. It also provides staffing for twenty-four weeks of Elderhostel trips on the Bellingham ferry from mid-October through mid-April. Recruitment and hiring of forest interpreters takes place twice a year. Temporary staff are terminated at the end of each season.

The Lead Forest Guide assists the program supervisor in training and monitoring the summer staff. This position also substitutes for the seven forest interpreters in case of illness, emergency, separation, or schedule changes. The Supervisory Forest Interpreter directs the daily activities of the forest interpreters and the lead guide, completes performance appraisals, and handles all recruitment, selection and training of staff. During the winter months, this position substitutes for the two forest interpreters assigned to the Elderhostel Program in case of illness, emergency, separation, or schedule change. The Interpretive Specialist administers the cooperative agreements with the Alaska Marine Highway System and the UAF Elderhostel Program. This position is also responsible for budgeting and procurement, directing overall staffing and scheduling, and completing all paperwork and documentation required by the program. This position provides staff support to the forest interpreters in the office setting when the Supervisory Forest Interpreter is conducting on-board training or evaluations.

#### Limitations

Alternative One is the minimal level of staffing necessary to meet the requirements of the cooperative agreements with the Alaska Marine Highway System and the UAF Elderhostel Program. It does not include staffing from mid-April through June 1 or mid-September through mid-October. It also does not include staffing between Bellingham and Ketchikan on the Bellingham ferry during the summer months. With this alternative, one forest interpreter must be stationed in Ketchikan or flown there on a weekly basis to staff the Bellingham ferry. The former increases supervisory challenges and the latter is very costly.

This level of staffing allows for the maintenance of the ongoing program but little or no time for the development of new programs, interpretive materials, or partnerships. The planned expansion of the Elderhostel Program will require the Supervisory Forest Interpreter and the Interpretive Specialist to conduct a number of trips in addition to regular staff and volunteers. The use of volunteers at this staffing level requires much time spent obtaining suitable housing, making travel arrangements, preparing volunteer agreements, arranging for subsistence payments, and providing for the additional training and support most volunteers need.

#### Benefits to Customers and Partners

This alternative maintains the current level of service to customers and partners.

#### Schedule

Month	J	F	M	A	M	J	J	A	S	O	N	D
GS-9	X	X	X	X	X	X	X	X	X	X	X	X
GS-7	X	X	X	X	X	X	X	X	X	X	X	X
GS-6 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
Volunteer (S)					/	X	X	X	/			
Volunteer (S)					/	X	X	X	/			
Volunteer (S)					/	X	X	X	/			
GS-5 (W)	X	X	X	/						/	X	X
GS-5 (W)	X	X	X	/						/	X	X

X = Works Full Month

/ = Works Half Month

S = Summer

W = Winter

## Alternative Two: Medium Level

### Staff

1	Interpretive Specialist	GS-9	PFT
1	Supervisory Forest Interpreter	GS-7	PFT
1	Lead Forest Guide	GS-5/6	(8.5 pp - summer)
7	Forest Interpreters	GS-5	(8.5 pp each - summer)
2	Forest Interpreters	GS-5	(13 pp each - winter)

Total FTE's: 5.6

### Interpretive Program

This alternative provides essentially the same level of overall staffing for the program as Alternative One. However, the use of an all paid forest interpreter staff frees the Supervisory Forest Interpreter and the Interpretive Specialist from the time consuming administration of the volunteer program. Such a change allows more time for the development of new programs, materials, and partnerships. It also provides the time and staffing for the gradual improvement of the program as opposed to strictly maintaining it. The additional paid positions provide more incentives and opportunities for Alaska Natives and residents.

### Limitations

Alternative Two still does not provide staffing during the spring and fall shoulder seasons aboard the ferries. It also does not respond to requests by the Alaska Marine Highway System to expand staffing between Bellingham and Ketchikan on the Bellingham ferry during the summer season. One forest interpreter must still be based in or flown to Ketchikan. This alternative limits opportunities to improve the level of service and interpretation on unstaffed ferries such as the Aurora and the LeConte.

### Benefits to Customers and Partners

Alternative Two maintains the current level of service to partners but improves the quality of programming provided to customers through the use of more experienced staff and the development of new interpretive programs and materials.



# Schedule

Month	J	F	M	A	M	J	J	A	S	O	N	D
GS-9	X	X	X	X	X	X	X	X	X	X	X	X
GS-7	X	X	X	X	X	X	X	X	X	X	X	X
GS-6 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (W)	X	X	X	/						/	X	X
GS-5 (W)	X	X	X	/						/	X	X

X = Works Full Month

/ = Works Half Month

S = Summer

W = Winter

### Alternative Three: Medium Level

#### Staff

1	Interpretive Specialist	GS-9	PFT
1	Supervisory Forest Interpreter	GS-7	PFT
2	Forest Interpreters	GS-5/6	PFT (summer/winter)
7	Forest Interpreters	GS-5	(8.5 pp each - summer)

Total FTE's: 6.3

#### Interpretive Program

Staffing at this level is characterized by the conversion of two forest interpreter positions to permanent full-time status, both with responsibility for summer and winter staffing. It also increases the size of the summer staff by one, expanding service on the Bellingham ferry between Ketchikan and Bellingham and allowing all interpretive staff to be based in Juneau. This level provides for more staff continuity, reduces the amount of supervisory time spent on recruitment and training, and improves employee development opportunities. It allows some additional time for the development of new programs, materials, and partnerships by all permanent staff.

#### Limitations

Alternative Three provides for only limited program expansion into the spring and fall shoulder seasons. Some special trips could be accommodated but permanent staff need periods of time ashore to research new programs, attend training, maintain perspective, and avoid burnout. While this alternative expands programming on the Bellingham ferry during the summer season, it only provides for one interpreter aboard the MV COLUMBIA, a vessel that often carries seven or eight hundred passengers. The time and resources to realize opportunities on unstaffed ferries are still limited.

#### Benefits to Customers and Partners

Alternative Three maintains current level of service to the UAF Elderhostel Program but expands service to the Alaska Marine Highway System during the summer season on the Bellingham ferry. The ferry system also benefits from staff continuity, allowing the vessel crews and forest interpreters to forge stronger working relationships. Customer service continues to improve with the development of professional staff and the creation of an array of needed interpretive programs and materials. Customers traveling between Bellingham and Ketchikan benefit with the addition of staffing and interpretive programming on this long section of the route.

# Schedule

Month	J	F	M	A	M	J	J	A	S	O	N	D
GS-9	X	X	X	X	X	X	X	X	X	X	X	X
GS-7	X	X	X	X	X	X	X	X	X	X	X	X
GS-5/6	X	X	X	X	X	X	X	X	X	X	X	X
GS-5/6	X	X	X	X	X	X	X	X	X	X	X	X
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			

X = Works Full Month

/ = Works Half Month

S = Summer

W = Winter



## Alternative Four: Optimum Level

### Staff

1	Interpretive Specialist	GS-9	PFT
1	Supervisory Forest Interpreter	GS-7	PFT
3	Forest Interpreters	GS-5/6	PFT (summer/winter)
8	Forest Interpreters	GS-5	(8.5 pp each - summer)

Total FTE's: 7.6

### Interpretive Program

Alternative Four increases the permanent full-time staff to include three forest interpreter positions, thereby increasing the ability to provide staffing on the Bellingham ferry during the spring and fall shoulder seasons. It also provides for better coverage of the winter Elderhostel Program as it expands in number of trips conducted and ferries used. Two additional temporary forest interpreter positions are hired for the summer season. This allows a team of interpreters to be placed aboard the MV COLUMBIA to provide better service for the large passenger loads common on that vessel. It also provides some flexibility to staff special trips aboard the regularly unstaffed ferries such as the Aurora and LeConte. This staffing level provides the best opportunity to develop new programs, materials, and partnerships.

### Limitations

Additional staff creates the need for more administrative time to provide adequate supervision, training, evaluations, and required documentation. Permanent forest interpreter staff can be trained to assist in these activities, providing opportunities for career development. A larger staff also requires additional office and work space ashore. An expanded program requires a higher level of coordination and communication with the Alaska Marine Highway System to keep the program operating smoothly.

### Benefits to Customers and Partners

Alternative Four improves service to the Alaska Marine Highway System by providing staffing on the Bellingham ferry on a year-round basis and for the entire length of the route. It also provides increased staffing on the Bellingham ferry during the summer season when passenger loads peak. Finally, it provides the best opportunity to develop programs and materials for the regularly unstaffed ferries and to occasionally conduct staffed programs on board. This alternative also improves staffing for the Elderhostel Marine Highway program as it expands.

Customers benefit from the year-round services provided on the Bellingham ferry, the increased amount of service on this same ferry during the busy summer season, and the opportunities for improved service on the smaller, feeder ferries. This alternative also provides the best opportunities to develop new programs and materials to meet the changing needs and expectations of ferry passengers as well as long-term partners.

# Schedule

Month	J	F	M	A	M	J	J	A	S	O	N	D
GS-9	X	X	X	X	X	X	X	X	X	X	X	X
GS-7	X	X	X	X	X	X	X	X	X	X	X	X
GS-5/6	X	X	X	X	X	X	X	X	X	X	X	X
GS-5/6	X	X	X	X	X	X	X	X	X	X	X	X
GS-5/6	X	X	X	X	X	X	X	X	X	X	X	X
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			
GS-5 (S)					/	X	X	X	/			

X = Works Full Month

/ = Works Half Month

S = Summer

W = Winter

## ADDITIONAL STAFFING CONSIDERATIONS

### Recruitment Strategies

Program managers will work on refining the list of current recruitment contacts and on developing new contacts within Alaska and the Native community. Alternative hiring authorities such as ANILCA-hire (Alaska National Interest Lands Conservation Act) and cooperative education placements will be explored and used when feasible. Trainee and upward mobility positions will also be considered. A recruitment and outreach program will be developed as time and resources permit.

### Volunteers

Volunteers will continue to be an integral part of the Shipboard Interpretive Program but the emphasis will shift away from recruiting long-term, non-local volunteers that require housing and travel benefits and entail serious liability and risk obligations. Instead, recruitment efforts will target local volunteers with special knowledge or expertise to participate in the program on a short-term or intermittent basis. Forest Service retirees will also be recruited in this manner.

### Workforce Diversity

Program managers will support all efforts to increase workforce diversity by actively recruiting a staff that represents a mix of age, sex, race, ethnicity, and physical ability. This applies to all positions, both paid and volunteer.

### Grade Level

Given the amount and complexity of material to be learned and interpreted, the GS-5 level has been established as the minimum for the forest interpreter positions. This is also considered the minimum level necessary in order to compete successfully in hiring Alaskan residents, especially given the number of higher paying opportunities available during the summer months. Trainee positions at the GS-3 and GS-4 levels may be established but these employees would be assigned to work with more experienced staff members. Employees filling the Lead Forest Guide or permanent full-time forest interpreter positions could be promoted to the GS-6 level based on years of experience and/or increased supervisory and programmatic responsibilities.

The GS-7 level has been established for the Supervisory Forest Interpreter position as the minimum required to provide adequate supervision to a staff numbering eight to ten on an ongoing basis. The Interpretive Specialist has been targeted at the GS-9 level to provide the necessary direction, coordination, and management for a program that involves four "floating visitor centers", two major cooperative agreements, a staff numbering nine to twelve, and service to over 200,000 passengers and visitors to the Tongass National Forest per year.



## Training, Retention and Employee Development

The current training program will be modified and improved based on program monitoring recommendations, staff evaluations, and new technologies in the areas of communication skills and interpretive research. The training program will include pre-season, initial orientation, in-service, and special training components. Training programs will be developed for both the summer and winter programs and take into account the needs of both permanent and temporary staff.

A high level of staff retention allows the agency to benefit on its investment in the training and supervision of employees. Similarly, returning employees benefit from adequate time to learn the material, perfect programs, take on additional responsibilities, and develop new skills. Program managers will look for ways to encourage staff retention through the use of performance awards, special training opportunities, job structuring, creative scheduling, and rotation opportunities.

Employee development opportunities will target improving presentation skills and interpretive techniques for temporary employees. The focus for permanent employees will provide opportunities to develop program management skills in the areas of supervision, equipment inventory and procurement, program development, and monitoring and evaluations.

### **PROGRAM DEVELOPMENT SCHEDULE**

Several recommendations identified in Section X of the plan can be accomplished using regular program staff and annual Forest Service appropriations. The following identifies those low-level, in-house and/or ongoing interpretive projects to be completed by program staff. Regular equipment needs are also identified.

#### Regular Program

The slide programs, films, displays, maps, charts, posters, timelines, children's activity sheets, and specimens identified in Section X will be developed or purchased for the program in the order of priority indicated. The ongoing program will also include formal presentations and roving patrols by shipboard interpreters, a contact station aboard each of the mainline vessels, and a on-board selection of reference books and materials. Guided walks will be offered as appropriate. Interpretive staff will work with Public Affairs staff to revise and distribute the Tongass Tides and Trails newspaper. Native cultural demonstrations and living history programs will continue to be piloted and expanded as new partnerships develop. All program development will take into account the design criteria found in Appendix F.

## Equipment Needs

The following equipment is needed to maintain the current interpretive program aboard the ferries:

- 5     16 mm Movie Projectors  
         Replacement: 3-5 years
- 10    Slide Projectors  
         Replacement: 3 years (pair)
- 5     Dissolve Units  
         Replacement: 5 years
- 5     Wollensack Tape Players  
         Replacement: 3-4 years
- 4     Public Address Systems (Hardwire)  
         Replacement: 3-5 years
- 5     Portable Public Address Systems  
         Replacement: 3-5 years
- 6     Handheld Voice Projectors  
         Replacement: 3-5 years
- 6     Portable Audio-visual Carts  
         Replacement: 4-5 years
- 3     Portable Interpretive Stations  
         Replacement: 5 years
- 5     Sets of Films  
         Replacement: 3-4 years
- 4     Hanging Projection Screens  
         Replacement: 4-5 years
- 2     Free Standing Projection Screens  
         Replacement: 4-5 Years
- 2     Overhead Projectors (One Full-Size, One Portable)  
         Replacement: 4-5 years
- 1     Video Camera  
         Replacement: 5 years
- 3     Video Cassette Recorder/Players (1/2", 3/4", Beta)  
         Replacement: 5 years
- 1     Television Monitor  
         Replacement: 5-7 years

## LARGE-SCALE PROJECTS

### Special Programs

The development and funding of video programs, discovery guides and books, the special audio-tape series, and the software for an interactive video system are beyond the financial scope and technical ability of the Shipboard Interpretive Program and staff. To be completed these projects will require special funding or grants, contracting expertise, and work with external consultants. The development of programs or the purchase and installation of special equipment will take into consideration the design criteria found in Appendix F, particularly as they relate to program accessibility.

### Capital Investment Needs

The following are capital investment needs that also require special funding, significant advance planning or design work, and involvement by contractors or specialists. More importantly, they require the full support of the Alaska Marine Highway System to allow for the necessary vessel modification and equipment installation. These projects are listed in a general order of priority.

1. Design, construction, and installation of permanent interpretive stations on the COLUMBIA, MALASPINA, and MATANUSKA and redesign of the permanent interpretive station on the TAKU. These stations would include a locking audio-visual equipment cabinet associated with the station.
2. Purchase and installation of built-in wireless public address systems in the forward lounges of all mainline ferries.
3. Purchase and installation of video projection systems on all mainline ferries and eventually feeder ferries.
4. Purchase of several special headsets for use by the hearing impaired for all mainline ferries.
5. Fabrication and installation of topographic/relief models of Southeast Alaska and the Inside Passage on all mainline ferries and eventually feeder ferries.
6. Purchase and installation of interactive video system hardware on all mainline ferries and eventually feeder ferries. Development of related interactive video system software for use with equipment.



## XII. PARTNERSHIP OPPORTUNITIES

The Shipboard Interpretive Program is, by design, a cooperative effort with the Alaska Marine Highway System and the University of Alaska Fairbanks Elderhostel Program. However, there are opportunities to strengthen existing partnerships and develop new ones. Some of these opportunities are identified below.

### INTERNAL PARTNERS

Natural Resource Education Program (Public Affairs Office): Interpretive staff have initiated contact with the Natural Resource Education (NRE) Coordinator to discuss curriculum development, improve staff training techniques, and create visual aids and hands-on activities. Staff will continue to consult with and involve the NRE Coordinator in the implementation of this plan. In a reciprocal arrangement, interpretive staff will continue to be involved in the NRE program in the following ways: attend NRE meetings, assist and participate in training sessions, conduct in-school and field trip programs, assist in curriculum development, and participate in special events as appropriate.

Watchable Wildlife/Eyes On Wildlife (Wildlife and Fish): There is tremendous potential in the Shipboard Interpretive Program to help implement the national Watchable Wildlife Initiative by providing interpretation of fish and wildlife resources and disseminating information on viewing opportunities. Interpretive staff will work with the Regional Program Coordinator to identify these opportunities. They will also contribute to and assist in the review of the Region's Watchable Wildlife Program Strategic Plan.

Forestry Sciences Laboratory (Research): Visitors have an interest in how the information provided in the Shipboard Interpretive Program has been obtained and what the agency is doing to further its knowledge and understanding of the forest and its resources. Research staff have participated and assisted in interpreter training but roles could be expanded. For example, research staff could be used as guest lecturers aboard the ferries, particularly in the Elderhostel Program. The planned creation and filling of a public information position in the Forestry Sciences Laboratory would facilitate this expansion. There is also the opportunity to involve research in customer satisfaction and needs surveys as they increase the scope of their recreational and sociological studies. This information would be useful in monitoring the program's effectiveness and improving the level of customer service.

Other Programs As Identified: Each year, the Forest Service identifies many new initiatives and programs as the agency strives to meet public needs and demands. While the Shipboard Interpretive Program cannot be used as a tool to promote every initiative that comes along, there are often new programs that are of interest to the target audiences. Recent examples include the National Recreation Strategy, the New Perspectives Philosophy, and the National Forest Centennial Celebration. Staff will periodically survey the new initiatives and programs the agency is implementing and include those that relate to the shipboard program's identified goals, objectives, and themes. Similarly, staff will work with the Tongass Areas and Districts to identify current issues, special programs, and public involvement opportunities of interest to ferry passengers.



## EXTERNAL PARTNERS

U.S. Fish and Wildlife Service (Department of Interior): The Shipboard Interpretive Program has a long history of cooperation with the U.S. Fish and Wildlife Service (USF&WS), particularly in the area of bald eagle management. A USF&WS biologist assists in staff training each year and helps provide information in answer to visitor response forms. Interpreters regularly conduct programs and bald eagle counts while aboard, and the film "The American Eagle" is frequently shown. This partnership could be expanded to include discussions on the migratory waterfowl and the threatened and endangered species programs. USF&WS staff could be invited to serve as guest lecturers aboard the ferries on an intermittent basis. Interpreters could distribute more printed information on the National Wildlife Refuge System in Alaska if this material was provided by the agency.

National Marine Fisheries Service (National Oceanographic and Atmospheric Administration): Similar to the cooperation with the USF&WS, the Shipboard Interpretive Program also works with the National Marine Fisheries Service (NMFS) to provide interpreters with information on the natural history and management of marine mammals. A NMFS biologist assists in staff training each year and helps provide information in answer to visitor response forms. Interpreters regularly present programs, conduct whale watches and show the film "Humpback Whales: Summer A Time For Feeding". This partnership could be expanded in the ways mentioned above, including distribution of printed information, invitations for guest lecturers, and the discussion of additional topics such as the commercial fisheries and salmon investigation programs.

National Park Service (Department of Interior): Shipboard interpreters field many questions about the National Parks in Alaska, particularly Klondike Goldrush National Historical Park, Sitka National Historical Park, and Glacier Bay National Park and Preserve. Each year, staff training has included visits to these sites and/or presentations by their staffs. Information on the National Parks in Southeast Alaska is included in the Community Opportunity Guide and brochures provided by the National Park Service (NPS) are disseminated to ferry passengers. Community introductions often mention park facilities and features. The relationship between the NPS and the Shipboard Interpretive Program has developed over many years and has been a positive one. NPS staff have been invited to participate in interpretive training sessions sponsored by the Forest Service. This partnership could be expanded by developing more reciprocity on the part of the NPS. Forest Service interpreters could be invited to present sessions to seasonal park interpreters and to participate in ongoing training sessions. Basic information on the Tongass National Forest could be provided to the NPS for distribution to park visitors.

Alaska Public Lands Information Centers (Interagency): As the system of Alaska Public Lands Information Centers (APLIC's) is completed and becomes more publicized, shipboard interpreters will need to provide more information to visitors on what the centers offer and where they are located. This will be particularly true of the centers in Tok and Ketchikan. Likewise, it will be important to keep APLIC staffs informed on shipboard programs and activities and to provide them with materials to distribute to the public.

U.S. Coast Guard (Department of Transportation): Due to the nature of ferry travel, the topics of navigation, aids to navigation, marine safety and maritime disasters are of great interest to passengers. Interpreters conduct programs on navigation in Wrangell Narrows, Peril Strait, and often Lynn Canal. Announcements are made when passing lighthouses or prominent markers. Coast Guard vessels and facilities are pointed out when visible from the route. To assist staff in learning this information, a Coast Guard representative has participated in training each year. In 1990, the Shipboard Interpretive Program assisted the Coast Guard in celebrating its 100 year anniversary. Displays were placed aboard the ferries and the Coast Guard provided interpreters with numerous handouts and books for the shipboard lending library. The program will continue to invite Coast Guard involvement in training and will consult the agency if navigation related materials are developed.

Alaska State Parks (Alaska Department of Natural Resources): Each year, staff training has included visits to the State Parks in Haines, Sitka, and Ketchikan as well as presentations by a State Park Ranger on Southeast's State Parks. Information on Southeast's State Parks is included in the Community Opportunity Guide and brochures are available for interested passengers. Invitations to participate in Forest Service sponsored training are regularly offered to State Park staff.

Alaska Department of Fish and Game: Cooperative efforts with the Alaska Department of Fish and Game (ADF&G) have involved providing a copy of the "Alaska Wildlife Notebook Series" aboard each ferry, distributing copies of the fish and game regulations to interested passengers, and mentioning the cooperative nature of fish and game management on the Tongass National Forest. This partnership could be expanded by inviting ADF&G biologists to assist in staff training, identifying wildlife viewing opportunities on State lands as part of the Watchable Wildlife Program, and working with the department in the development of audio-visual programs on wildlife and fisheries.

Sealaska Heritage Foundation: Cooperation with Sealaska Heritage Foundation has been limited to date but has great potential for enhancement. In 1990, Foundation staff were invited to present the session on Native Cultures during interpretive training. Additional opportunities include inviting staff members to serve as guest lecturers on board on an intermittent basis and working with them to develop printed materials and visual aids for the program. Future internship programs could also be developed.

Other Programs As Identified:

As the Shipboard Interpretive Program evolves, new partnership opportunities can be identified and developed as needed. Examples of these might include working with the Southeast Alaska Tourism Council and community Visitor and Convention Bureaus, expanding the role of the Alaska Natural History Association aboard the ferries, working with local and regional educators groups, etc.



### XIII. MONITORING AND EVALUATION

The monitoring and evaluation of the Shipboard Interpretive Program will include both internal and external methods. The sections below discuss the timing of evaluations, the methods to be used, and the participants involved. Implementation of this element of the plan is essential to the continued effectiveness and success of the program.

#### INTERNAL METHODS

Staff Performance: Currently, each permanent full-time employee is evaluated on job performance twice a year. One of the performance elements evaluated is "Program Management". Once the interpretive plan is finalized, the rating received on this element will take into account progress made on the plan's implementation. In the event additional permanent full-time employees are hired as forest interpreters, the tool used to evaluate performance will include an element on how well programs prepared and presented follow the direction provided by the plan. Temporary forest interpreters will be evaluated twice each season. Again, ratings in the area of interpretive programming will be based on how well the interpreter conveys the themes and meets the objectives detailed in the plan. All performance evaluations will be conducted by the employee's immediate supervisor.

Staff Evaluations: Both permanent and temporary forest interpreters will be requested to complete "end-of-season" evaluations following the summer and winter programs. These evaluations will provide feedback to the program's managers on how training, direction, organization and interpretive support can be changed or improved. Program managers will prepare a summary of staff evaluations for review by the Interpretive Services Group Leader and the Assistant Director of Recreation, Cultural and Wilderness Resources. The summary will include a list of recommendations for the coming year.

Annual Reports: Program managers will continue to prepare Annual Reports on on the Tongass and Elderhostel Marine Highway Programs. Once the interpretive plan has been finalized, these reports will include a section on the status of the plan's implementation. The annual report for the Tongass Marine Highway Program will be completed in mid-winter and the report for the Elderhostel Marine Highway Program will be completed in mid-summer. Reports will be distributed to the Regional Forester, Staff Directors, Forest Supervisors, District Rangers, Alaska Marine Highway System Director, the Elderhostel Marine Highway Director, and other interested or pertinent parties.

Review Team: Every other year, a team will be assembled to review the Shipboard Interpretive Program. The team will consist of a Forest Supervisor, a District Ranger, a Forest Recreation Staff Officer, and the Interpretive Services Group Leader. Additional team members could be included. The team will review the status of the plan's implementation, evaluate the quality and effectiveness of the Shipboard Interpretive Program, and offer recommendations for changes or improvements.

## EXTERNAL METHODS

Formal Partners: A short evaluation form will be developed to request feedback from the the Alaska Marine Highway System. Copies will be sent to the System Director to distribute to key vessel and central office personnel. Evaluations will be requested twice each year, following the summer and winter programs. Once the evaluations have been completed, a meeting will be scheduled with the System Director and staff to discuss recommendations and outline follow-up activities.

A similar evaluation form will be developed to provide to the Director of the Elderhostel Marine Highway Program and the Elderhostel Trip Coordinators. It will be distributed at the end of the winter season. Also, according to the provisions of the cooperative agreement between the Forest Service and the University of Alaska Fairbanks, a joint review of the Elderhostel Program will be scheduled annually.

Forest Customers and Program Participants: A "visitor response form" was developed several years ago to provide an informal tool for gathering visitors' impressions, comments, suggestions, and concerns. The use of the visitor response forms will continue and be expanded as feasible. A summary and analysis of the visitor response forms received will be included in the annual program reports.

As part of the Elderhostel Marine Highway Program, participants are requested to complete an evaluation that includes a section on Forest Service interpretive programs. These evaluations are an important source of customer feedback. The Forest Service will continue to work with the Elderhostel Marine Highway Program Director to refine this evaluation tool.

Interpretive Consultants: On a periodic basis, an interpretive consultant will be hired to conduct an independent review of the Shipboard Interpretive Program. Such a review would be scheduled every three to five years, depending on need. The review would include a customer satisfaction survey of ferry passengers.

Other Opportunities: A number of opportunities exist to enhance the monitoring and evaluation of the Shipboard Interpretive Program. These include the following:

- Work with the Alaska Marine Highway System to include questions relating to the interpretive program on passenger comment cards.

- Develop research programs through the Pacific Northwest Range and Experiment Station.

- Work with the University Alaska System and other universities to develop customer satisfaction surveys.

- Analyze the tourism studies prepared by the State Division of Tourism, the Alaska Visitors Association, the Southeast Alaska Tourism Council, and others to better understand who the customers are and what they expect or desire.



#### XIV. BIBLIOGRAPHY AND CONTACTS

##### BOOKS AND ARTICLES

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6. Draft Lava Lands Interpretive Plan, Deschutes National Forest, Pollock, Keyser, Osborn, Jensen, Virgin and Eccles, 1990

#### INTERNAL DOCUMENTS REVIEWED

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14. Draft Pacific Northwest Region Interpretive Planning Guide, K. Read, J. Pollock, and W. Bacon, 1990

#### CONTACTS

1. James S. Cochran, Director of Recreation, Wilderness and Cultural Resources
2. Kimberly E. Bown, Assistant Director of Recreation, Wilderness and Cultural Resources
3. Neil R. Hagadorn, Interpretive Services Group Leader
4. Betty Lyle, Supervisory Forest Interpreter
5. Tabitha Gregory, Forest Interpreter
6. Doris Wark, Forest Interpreter
7. Gerald Clark, Regional Archeologist
8. Kathy Foss, Natural Resource Education Coordinator, Public Affairs Office
9. Darrellyn Meritt, Director, Elderhostel Marine Highway Program
10. William E. Holman, Retired Director of Recreation and Elderhostel Coordinator
11. Lori Erbs, Librarian, Forestry Sciences Laboratory
12. Dave Bucy, Professor at Oregon State University (attended his session on Interpretive Planning at the Pacific Northwest Region Recreation University II, February 1991)
13. Dr. Jon Hooper, Professor at California State University, Chico (attended his sessions on Writing Objectives and Program Evaluations as part of the Alaska Region Interpretation and Communication Workshop)
14. George Reifenstein, Vessel Operations Manager, Alaska Marine Highway System
15. Tom Shanley, Passenger Services Manager, Alaska Marine Highway System
16. Elaine Loopstra, Biological Technician, Forestry Science Laboratory (past forest interpreter)
17. Robert E. Brown, Jr, Husband (scientist familiar with technical writing)

## XV. APPENDICES

- APPENDIX A: Cooperative Agreement #89048 between the State of Alaska, Alaska Marine Highway System and the Forest Service, Region 10, U.S. Department of Agriculture
- APPENDIX B: Collection Agreement #90023 between the University of Alaska Fairbanks and the Forest Service, Region 10, U.S. Department of Agriculture
- APPENDIX C: Tongass Marine Highway Shipboard Media Plan
- APPENDIX D: Alaska Marine Highway Forest Interpretive Program: List of Interpretive Services and the Physical Requirements Needed to Present Them
- APPENDIX E: Inventory of Interpretive Sites, Features and Opportunities
- APPENDIX F: Standards for Interpretation
- APPENDIX G: Levels of Interpretation
- APPENDIX H: Interpretive Methods: List and Definitions
- APPENDIX I: Description and Management of Proposed Tongass Marine Highway Scenic Byway



AGREEMENT

between

STATE OF ALASKA  
ALASKA MARINE HIGHWAY SYSTEM

and

FOREST SERVICE, REGION 10  
U.S. DEPARTMENT OF AGRICULTURE

(Forest Service Interpretive Program aboard the Alaska State Ferry System)

THIS AGREEMENT, made and entered into by and between the State of Alaska acting through its System Director, Alaska Marine Highway System, hereinafter referred to as the State, and the Forest Service, Region 10, U.S. Department of Agriculture, acting through the Regional Forester, hereinafter referred to as the Forest Service, under the Granger-Thye Act of April 24, 1950, Section 5a (64 Stat. 83, 16 USC 572),

WITNESSETH:

WHEREAS, the State and the Forest Service are equally interested in providing visitors and travelers to Alaska, traveling aboard the State-owned ferries, with information and orientation presented in such a manner that will give them an accurate and stimulating impression of the landscape, natural history, resource management activities, human history and prehistory, and culture of Southeast and Southcentral Alaska today, and

WHEREAS, the Forest Service has a responsibility for interpreting National Forest environment, and is interested in providing interpretive services aboard the Alaska State ferries plying the waters bordering on National Forests, because, in effect, visitors aboard these ferries are visitors to the National Forests although they may never set foot in a National Forest, and

WHEREAS, a trial staffed interpretive program on board the M/V Malaspina in 1969, and subsequent fully staffed programs on other ferries proved the merit and feasibility of such a service, and

WHEREAS, the program has received the commendation and support of the State Legislature, the general public, teachers and other professional people, the Division of Marine Transportation, the Forest Service, and other State and Federal agencies, and

WHEREAS, the Forest representatives aboard the ferries serve as hosts for the State of Alaska as well as the National Forest by answering questions, providing literature, interpretation, and information for many State agencies and contribute to the smooth operation of the marine highway during its period of maximum use, and

WHEREAS, the presentation of an interpretive program on board the vessels requires carefully developed plans, well-equipped facilities, and competent interpretive personnel--all geared to meeting the changing needs of the public and the efficient and economical use of appropriate funds designated for this activity,

NOW THEREFORE, in consideration of the above premises, the parties hereto agree as follows:

A. The State shall:

1. Make space on the ferries of the Alaska Marine Highway System available to the Forest Service for the conduct of its interpretive program as otherwise agreed upon herein.

2. Provide space, if available, on each vessel during the operating season for use as an audio-visual theater and for other group activities. Provide accessible lighting controls and curtains for Forest Service use where possible.

3. Grant passes to Forest Service interpreters, supervisors, and cooperators designated by the Director of Recreation, Subsistence, and Cultural Resources as having responsibilities for planning, development, operation and administration of this program for travel aboard the ferries in the performance of these responsibilities. Such passes shall cover passage only and are subject to space availability. At the inception of any such travel the Captain and Purser will be advised of the name and purpose of travel of such Forest Service personnel.

4. Provide supportive travel data as well as an objective program appraisal upon request by the Forest Service. It is understood that this information is needed to evaluate the popularity and effectiveness of the program in order for the Forest Service to improve or modify its services and to help justify the use of public funds for this purpose.

5. Provide meal service without cost to Forest Service interpreters and supervisors, for purposes essential to this program. Meals will be served in the crew mess or dining room at the State's discretion. Meals for other Forest Service staff will be paid by the Forest Service.

6. Provide without cost, one suitable berth for the Forest Interpreter trips including overnight travel. When travel of more than one interpreter, supervisor and/or cooperator is required in order to carry out the purposes of this program, as in training, monitoring, and supervision, additional unreserved or unclaimed space will be provided without cost.

7. Provide storage space, if available, where materials, such as publications, motion picture and slide projectors, films, specimens, and other interpretive material, will be stored.

8. Make wall space available in ferry terminals and aboard vessels for installation of maps and orientation panels relating to the route of the marine highway and to the attractions and services available in communities and on the vessels for travelers.

9. Consult with the Forest Service for opportunities to develop or enhance this cooperative program during vessel modifications and refurbishments.

B. The Forest Service shall:

1. Plan, develop, and conduct the interpretive program on board the ferries. Such programs will be presented in the manner of shoreward visitor centers.
2. Feature program themes of public interest, which will serve to enhance their understanding, appreciation, and enjoyment of Southeast and Southcentral Alaska and adjacent regions.
3. Interpret the entire environment as seen from the ferries, cooperating with other agencies as needed to present complete, current, and accurate information. The Forest Service may invite interpretive personnel of cooperating agencies to participate in the shipboard program, subject to the agreement of the State.
4. Provide programs and services that reflect favorably on the Forest Service and the State.
5. Exclude controversial subjects or statements, or those which reflect upon or identify one agency or jurisdiction to the disadvantage of another.
6. Plan, provide, and maintain interpretive media, equipment, aids, references, etc., as necessary for the operation of the interpretive program, except when it is a normal part of the vessel's equipment, such as ship-wide public address system, video-tape player and monitor, etc.
7. Prepare informational and interpretive materials pertaining to the National Forests and adjacent environments to be available to the ferries for year-round use.

C. It is mutually agreed and understood by and between said parties that:

1. The following officers are designated to act for the State and for the Forest Service, in coordinating and implementing the program:

For the Forest Service:	Director of Recreation, Subsistence and Cultural Resources
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For the State:	Customer Services Manager
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2. No actions will be taken with respect to the conduct of this program by any official without the knowledge of these officers.



3. The active period of this program, during which Forest Service Interpretive Staff will be on board, shall extend from approximately June 1 to Labor Day, and that during the remainder of the season self-help services will be provided such as exhibits, publications, and automatic audiovisual devices. In addition, the Forest Service may staff selected vessels for special trips at the request of the State or as a participant in Elderhostel or other cooperative programs.

4. As long as this agreement is in force, the Forest Service will have control of the interpretive program presented on board the ferries, and that any arrangements made by the State with other offices, agencies, individuals, or institutions to provide information or interpretive materials or services shall not conflict with the program provided by the Forest Service.

5. There will be a joint annual review of facilities and programs to identify opportunities to upgrade these to provide better programs and visitor services. Review topics may include but are not limited to: shipboard stations, programs, exhibits, publications, public address systems, storage areas, and lighting control.

6. Nothing in this agreement shall be construed as obligating the Forest Service to expend or as involving the United States in any contract or other obligation for the future payment of money in excess of appropriations authorized by law.

7. No member of, or delegate to, Congress or Resident Commissioner shall be admitted to any share or part of this agreement, or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this agreement if made with a corporation for its general benefit.

8. The United States of America shall not be liable for any damage incident to the performance of work under this agreement to any depositors or landowners who are parties to the agreement, and all such depositors or landowners hereby expressly waive any and all claims against the United States of America for compensation for any loss, damage, personal injury or death occurring in consequence of the performance of this agreement.

9. As required by Section 5 of the Act of April 24, 1950, which relates to cooperative programs and shared costs, it has been determined that this program is equally beneficial to both parties and that the value of lodging, meals, and space provided on the State ferries approximates the value of the service provided for the benefit of the State and, therefore, no advance deposit or payment by the State is necessary.

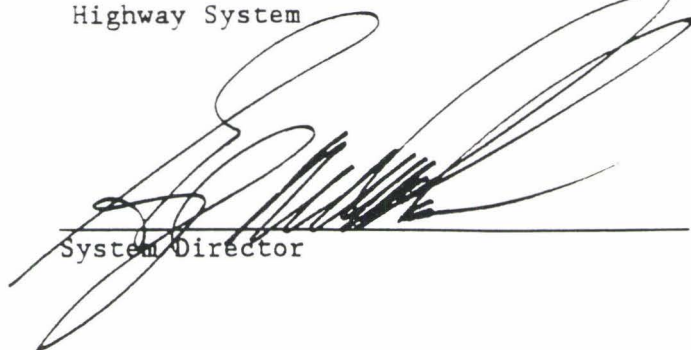
10. This agreement shall continue in force for five years, or until terminated by either party after ninety (90) days written notice to the other of intention to do so.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last date written below.

For the FOREST SERVICE-Region 10  
U.S. Department of Agriculture

For the STATE OF ALASKA, Alaska Marine  
Highway System

  
Regional Forester

  
System Director

10/25/89  
Date

10/27/89  
Date

COLLECTION AGREEMENT

between

UNIVERSITY OF ALASKA FAIRBANKS

and

FOREST SERVICE, REGION 10  
U.S. DEPARTMENT OF AGRICULTURE

THIS AGREEMENT, made and entered into by and between the University of Alaska Fairbanks acting through its Director of Grants and Contract Services, hereinafter referred to as UAF Elderhostel, and the Forest Service, Region 10, U.S. Department of Agriculture, acting through the Regional Forester, hereinafter referred to as the Forest Service, under the Granger-Thye Act of April 24, 1950, Section 5a (64 Stat. 83, 16 USC 572),

WITNESSETH:

WHEREAS, UAF Elderhostel and the Forest Service are equally interested in providing visitors to Alaska, traveling aboard the Alaska State Ferries in association with UAF Elderhostel and on land in areas of Southeast Alaska, with information and orientation presented in such a manner that will give them an accurate and stimulating impression of the landscape, natural history, National Forest resource management activities, human history and prehistory, and the subsistence culture of Southeast Alaska today, and

WHEREAS, the Forest Service has been conducting staffed shipboard interpretive programs in coastal Alaska since 1970 and land based interpretive programs since 1963 in a successful manner, and

WHEREAS, the Forest Service has a responsibility for interpreting National Forest environment, and is currently providing interpretive services aboard the Alaska State Ferries plying the waters bordering National Forests, and on land based areas, and

WHEREAS, UAF Elderhostel desires to donate funds to the Forest Service towards the extension of the current shipboard interpretive program into the winter season, and

WHEREAS, the presentation of an interpretive program on board the vessels requires carefully developed plans, well-equipped facilities, and competent interpretive personnel--all geared to meeting the changing needs of the public.

NOW THEREFORE, in consideration of the above premises, the parties hereto agree as follows:



A. UAF Elderhostel shall:

1. Reimburse the Forest Service necessary funds for staffing, transportation, audio-visual equipment operation and maintenance, and program supplies. This amount is based upon the incorporated Annual Operating Plan and is to be expended on those agreed upon costs identified in the plan. Agreed upon project costs will include only direct project costs and not Forest Service administrative costs.
2. Make payment to the Forest Service upon presentation of a Bill for Collection for the amount specified per item A.1.
3. Provide meals and lodging while on land for Forest Service staff when in areas away from their duty station as set forth in an Annual Operating Plan.
4. Provide supportive passenger and program data as well as an objective program appraisal upon request by the Forest Service. It is understood that this information is needed to evaluate the popularity and effectiveness of the program (in order for the Forest Service to improve or modify its services and to help justify the use of public funds for this purpose.)
5. Include Forest Service staff in all related orientation and training sessions conducted for UAF Elderhostel Coordinators and Instructors.
6. Provide accurate and timely schedule, program, and participant information to aid in the development and delivery of Forest Service interpretive programs.

B. The Forest Service shall:

1. Deposit the funds collected from UAF Elderhostel into a Forest Service cooperative work fund. The CWFS-Other account will not be assessed the Forest Service administrative costs.
2. Account for advance deposits into the Forest Service cooperative work fund received from UAF Elderhostel on a quarterly basis. UAF Elderhostel may request a refund for any amounts in excess of what is needed per item A.1. Upon termination of this agreement, any cash balance will be refunded to UAF Elderhostel.
3. Plan, develop, and conduct programs on the natural and cultural resources and history of Southeast Alaska and the management of the Tongass National Forest for UAF Elderhostel participants and other passengers on board the ferries and associated locations. These presentations will provide complete, current, and accurate information and may be offered in cooperation with other agencies as needed.
4. Feature program themes of public interest, which will serve to enhance passengers understanding, appreciation, and enjoyment of Southeast Alaska and adjacent regions.
5. Provide audio-visual equipment, instructional aids, reference materials, etc. as necessary for the operation of the UAF Elderhostel Interpretive Program.

6. Work cooperatively with the UAF Elderhostel Coordinators and Instructors to the benefit of UAF Elderhostel participants and other passengers.

7. Participate in training and orientation sessions conducted by UAF Elderhostel for Coordinators and Instructors.

C. It is mutually agreed and understood by and between the said parties that:

1. The following program officers are designated to act for UAF Elderhostel and for the Forest Service, in coordinating and implementing this program:

For UAF Elderhostel:	Director of Alaska Marine Highway Elderhostel
For the Forest Service:	Director of Recreation, Cultural and Wilderness Resources

2. No actions will be taken with respect to the conduct of this program by any official without the knowledge of these officers.

3. The active period for this program shall extend from approximately October 1, 1990 through April 30, 1991, and that during the remainder of the season, planning and coordination functions will be maintained.

4. There will be a joint review of facilities and programs to identify opportunities to upgrade and provide better programs and visitor services. Review topics may include but are not limited to: staffing, programs, training, and equipment.

5. Representatives of this agreement will prepare and sign an Annual Operating Plan which sets forth the coming season's program and other action items necessary to implement the program. This will be attached to and become part of this agreement.

6. Nothing in this agreement shall be construed as obligating the Forest Service to expend or as involving the United States in any contract or other obligation for the future payment of money in excess of appropriations authorized by law.

7. No member of, or delegate to, Congress or Resident Commissioner shall be admitted to any share or part of this agreement, or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this agreement if made with a corporation for its general benefit.

8. The United States of America shall not be liable for any damage incident to the performance of work under this agreement to any depositors or landowners who are parties to the agreement, and all such depositors or landowners hereby expressly waive any and all claims against the United States of America for compensation for any loss, damage, personal injury or death occurring in consequence of the performance of this agreement.

9. This agreement shall continue in force for three years from the date of execution by both parties hereto, or until terminated by either party after ninety days (90) written notice to the other of their intention to do so.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last date written below.

For the FOREST SERVICE-Region 10,  
U.S. Department of Agriculture:

  
MICHAEL A. BARTON  
Regional Forester

10-3-90  
Date

For the UNIVERSITY OF ALASKA  
FAIRBANKS, Grants and Contract  
Services:

  
CARY LU  
Director

10-1-90  
Date

For the UNIVERSITY OF ALASKA  
FAIRBANKS:

  
PATRICK O'ROURKE  
Chancellor

10/5/90  
Date



TONGASS MARINE HIGHWAY  
SHIPBOARD MEDIA PLAN

### Objectives

The program thrusts for Interpretive Services are to:

1. Provide Interpretation for management,
2. Maintain quality, energy-efficient service, and
3. Assist the public with safe, enjoyable, energy-efficient recreational use of the National Forests.

In light of this direction, the goal of the shipboard interpretive program is to provide a balanced mix of information and interpretation which will accomplish the following objectives:

1. Help solve management problems.
2. Show resource management activity in the National Forest by Forest Service and others.
3. Help national forest customers use the National Forest lands in a safe, enjoyable, energy-efficient, and low impact manner.
4. Promote and demonstrate interagency cooperation.
5. Enhance visitor experiences.
6. Provide interpretive materials and aids for support of Forests, Districts, Cruise Ships, and unstaffed ferry programs.

These objectives will be referred to to in the following sections entitled "Current Program" and "Opportunities."

### Current Program

The programs conducted by the Forest Service aboard the Alaska Marine Highway vessels in Southeast Alaska are part of the Regional Office Recreation, Subsistence, and Cultural Resources (RSCR) Interpretive Services branch. The program title is the Tongass Marine Highway and consists of the training, supervision and management of eight seasonal Shipboard Forest Interpreters, staffing the four mainline vessels, the Columbia, Malaspina, Matanuska, and Taku. Interpreters staff the Bellingham-run vessel from Ketchikan to Skagway to Ketchikan, and the three Prince Rupert run ferries during their entire run: round-trip between Prince Rupert and Skagway.

The scope of the programs aboard the ferries is very broad, encompassing many non-forest related subjects; consistent with our Agreement with the State of Alaska. These programs have been grouped into several broad categories:

1. Introduction to the Tongass and SE Alaska. This narrative talk focuses on the natural and cultural resources of Southeast Alaska and the Tongass National Forest, the ferry system, route, ports of call, facts on the Tongass National Forests, National Forest management, Wildernesses, National Monuments and an orientation of things to see and do during their trip. This program is given for every north and south bound trip of the ferries; usually just north of Prince Rupert (or Ketchikan) and just south of Haines. This program is a major one that requires an extensive knowledge of Southeast and is very well received by visitors. Recommendations include a slide or videotape program and an outline of topics with presentation guidelines for training of seasonal staff. This program meets objectives 1, 2, 3, 4, and 5.

2. Community orientation. These brief talks discuss history, economy, points of interest, recreation facilities and information centers. These are important talks for the communities and are very well received. The "Southeast Community Opportunity Guide", developed in 1981, is an aid to these presentations. This program meets objectives 2, 3, 4, and 5.
3. Wrangell Narrows and Peril Straits Talks. A major point of interest for visitors, topics during these talks include navigation practices and history, bald eagle watch, timber harvest methods and Forest Service management, log transfer sites, reforestation of harvested areas, waterfowl, and wildlife of the area. Program is very well received by ships' crews and passengers. Recommend video taping of these narratives for training. This program meets objectives 1, 2, 3, 4, and 5.
4. Children's Programs. These are conducted on an as needed basis and include information on Native cultures, natural history of animals, Smokey Bear and Woodsy Owl litter ethics and other topics. These programs are very important and well received. This program meets objective 5.
5. Order of the Alaska Walrus (OOTAW). This is a "welcome to Alaska" program conducted with the cooperation of the Alaska State Division of Tourism through a ceremony, initiation, and membership card that visitors take with them. It is a very good icebreaker that should be continued.
6. Marine Highway Displays. These have been developed for the display panel in two of the ferry stations on various topics including wildlife, geology, marine biology and forestry. Upgraded and improved displays are need for all ferries. This program meets objectives 2, 3, and 5.
7. Eagle Watch. These programs are narrative talks and census-taking activities as part of a U.S. Fish and Wildlife Service/Forest Service agreement. Topics include national history, identification, nest tree protection program by U.S. Fish and Wildlife Service/Forest Service and habitat requirements. This is a program that needs to be developed so that more programs are conducted. This program meets objectives 1, 2, 4, and 5.
8. Whale Watch. A whale watch and census is conducted aboard the vessels as part of the National Oceanic and Atmospheric Administration (NOAA)-National Marine Fisheries Services (NMFS) Platforms of Opportunity Program where marine named sighting location, species and other data are recorded aboard the ferry and submitted to NMFS. This program is very well received by the public and offers valuable assistance to NOAA. Recommendations are for better training for seasonals and guidelines for conducting program. This program meets objectives 2, 4, and 5.
9. Living History. These presentations are conducted only occasionally. This kind of program should be encouraged and expanded to other roles and resources. This program meets objectives 2 and 3.



10. 16 mm films presented by TMH program:

- a. The American Eagle, 21 minutes, color, distributed by Time-Life. Bald eagle natural history and coastal Alaska Habitat needs filmed in Prince William Sound and Chilkat Valley. This film has been very well received by the public and reviewed and recommended by Forest Service Wildlife and Fisheries staff and the U.S. Fish and Wildlife service. The program meets objectives 2, 4, and 5.
- b. Visions of the Wild, 22 minutes, color, a Forest Service Interpretive Services film describes the history of the Wilderness movement in the United States and the role the Forest Service plays in managing these important natural systems.
- c. The Story of Alaska's Sawmills, 35 minutes, color, long-term loan by Alaska Loggers Association. Industry film describing history of logging/pulp industry (particularly southeast) in Alaska and current conditions (1976). This film has a good historic section, but is strongly pro-industry focused and has been complained about by public for this reason. This program meets objectives 1, 2, and 5.
- d. Roots of a Nation, 40 minutes, color, by USDA Forest Service. History of use of American Forests and Forest Service management. Well received with a few exceptions. This program meets objective 1, 2, and 5.
- d. City of Gold, 28 minutes, B&W by National Film Board of Canada. History of Klondike gold rush and Dawson City. Excellent film; public response very positive. This program meets objective 5.
- e. How Alaska Joined the World, 7 minutes, color, by Disney. Cartoon about Alaska's discovery, exploration and purchase. Excellent reception by public. This program meets objective 5.
- f. Humpback Whale: Summer - A Time for Feeding, 25 minutes, color, by Moonlight Production. Natural history and behavior of humpback whales, including feeding. Excellent film, up-to-date, well received. This program meets objective 5.
- g. The Choice Is Ours, 25 minutes, color, by USDA Forest Service. About the Alaska Native Claims Settlement Act (ANCSA) of 1971 and choices by native corporations. Well received, but is out of date. This program meets objectives 1, 2, 4, and 5.
- h. Forest Primeval, 30 minutes, color, by the Alaska Department of Fish and Game, this film describes the old-growth ecosystem of Southeast Alaska and the considerations needed to protect wildlife and fish resources. Very good photography, is slightly critical of FS forest practices but mostly pretty well balanced. Requires a strong introduction by the Forest Interpreter. This program meets objectives 1, 2, 4, 5.

All ferries have 1/2 inch VHS video players and TV monitors for the showing of films during off-season or on smaller unstaffed vessels. We recommend the Forest Service explore the video-taping of films and slide programs for distribution to all ferries. This will require duplication rights for films and scheduling for slide to video transfer.



11. Slide programs owned by TMH program.

- a. The Tongass--A Forest of Islands, slide program by Forest Service. This program is an introduction to the history of resource management on the Tongass. This program meets objectives 1, 2, and 5.
- b. The Battle of Sitka, 80 slides with tape by National Park Service (on loan). History of Sitka Tlingit community, 1802 battle with Russians, and settlement of Sitka. An adequate program, but we should explore the possibility of producing a Forest Service program expanded to current community and points of interest. This program meets objectives 4 and 5.
- c. Cultural Resource Management in Alaska's National Forests, 78 slides with tape by Forest Service, 1981. Describes the role of the National Forests in cultural resource management with emphasis on Hidden Falls archaeological site. Developed and ready for review, this program will be distributed by Forests and shown on the ferries in F.Y. 1982. This program meets objectives 1, 2, 3, 4, and 5.
- d. Wildlife and Fisheries Management in Alaska's Forests, 119 slides with tape by Forest Service, 1981. Describes Forest Service habitat management and research done cooperatively with State agencies. This program meets objectives 1, 2, 3, 4, and 5.

12. Publications.

- a. Tongass NF Map, this map provides an overview to the geography and features of Southeast Alaska and the Tongass NF and an orientation to the recreation facilities, resources and management of the Tongass. Meets objectives 1, 2, 3, 5, and 6.
- b. Tongass Tides and Trails, is a newspaper format that provides more detailed information about Tongass NF resources and management and the features of Southeast Alaska. Meets objectives 1, 2, 3, 4, 5, and 6.
- c. The Bears and You, a brochure by Alaska Department of Fish and Game, reprinted with permission by Forest Service. This brochure was reprinted by Forest Service to promote safe travel and recreation in bear country. It addresses objectives 3, 4, 5, and 6.
- d. Wildlife Perspective, a FS brochure that describes the FS Wildlife and Fisheries program in the Alaska Region. Meets objectives 1, 2, 4, 5, and 6.
- e. Timber Management: the Next 100 Years, a FS brochure that describes the timber management policy and practices in the Alaska Region. Meets objectives 1, 2, 4, 5, and 6.
- f. Minerals to Match the Mountains, a FS brochure that describes the FS minerals program, policy and practices in the Alaska Region. Meets objectives 1, 2, 4, 5, and 6.
- g. Marine Recreation, a FS brochure that describes the marine recreation opportunities, facilities and safety considerations in coastal Alaska. It lists the marine recreation facilities of all agencies in Alaska. Meets objectives 1, 2, 4, 5, and 6.

A large number of additional brochures, maps, and other publications produced by the Forest Service and other Agencies and organizations are distributed by the shipboard staff in an effort to provide one-stop information services to the public.

13. Forest Service lending library of books for Forest Interpreter reference and visitor check out is maintained aboard each vessel. The topics include forest management, geology, botany, biology and the natural and cultural history of Alaska and the National Forest. Visitor response has been very good, but a slight loss in books and the time required by interpreters to check books in and out indicates a need for revision of policy and reduction in the number of books in the library. This program meets objective\5.
14. Visitor response forms are available at Forest Interpreter stations for comments or questions about the visitors' trips to the National Forest. These serve as a formal process for the visitors to talk to the Forest Service and ask technical or policy questions about subjects the seasonal interpreter may not be able to answer without help. This program meets objectives 1, 2, 3, and 5.

#### Opportunities and Needs

1. Tongass National Forest Orientation - brochure  
This brochure would describe the history, physical setting, climate, people, resources, industries, and Forest Service management with rather "broad brush" strokes, to give visitors and residents a feeling for the area they are in. This would address objective 2, 5, and 6, and would be a new project.
2. Timber Management - slide-tape/video  
This program would deal with the major aspects of timber management including harvesting, reforestation, and coordination with other resources (including the deer habitat issue). It would be a new program; regionwide in scope, and will address objectives 1, 2, 4, and 6.
3. Commercial Fisheries - slide-tape/video  
Although an old program exists on this subject, the new program would discuss fishing gear types, species and the contribution of the national forest to fish production. It would address objectives 1, 2, 4, and 6.
4. Mining - slide-tape/video  
This program will deal with historical mining activity in the Alaska region as well as present-day mining. This would be a new program that would address objectives 1, 2, 4, and 6.
5. Trees and Shrubs - brochure  
This would illustrate and describe 25 of the most common trees and shrubs in coastal Alaska. It would be compiled from existing Forest Service publications on the subject, and would address objectives 5 and 6.

6. The Coastal Forest - Poster  
This poster will show the extent and major components of the coastal forest of Alaska. It will be regionwide in scope. A start has been made on the copy and layout. It will address objectives 5 and 6.
7. Commercial Fishing - Poster  
This poster will show the main types of fishing boats and gear used or seen in waters adjacent to Alaska's national Forests. It will help the public identify the type of gear, show how it works, and tell what species the gear is used for. Some work on this poster (copy and layout) is started. This poster will address objectives 5 and 6.
8. Marine Mammals - Poster  
This poster will help the public identify the marine mammals common in the waters adjacent to Alaska's National Forests. It will include size, range, typical habitat, and identifying features. This poster is in draft form and will address objectives 5 and 6.
9. Bald Eagles - Poster  
This poster would show the bald eagle, its range, its food and nesting requirements, its juvenile and adult identification features, and its life cycle. This poster, which is partially complete would address objectives 4, 5, and 6.

revised 12/28/89 nrh



## Alaska Marine Highway Forest Interpretive Program

### List of Interpretive Services and the Physical Requirements Needed to Present Them

SERVICES	FACILITIES
1. Establishing contact with passengers. Responding to their questions and needs.	Forest Interpreter being able to circulate among passengers and having a neat, attractive, counter where interpreter is visibly available and interested in providing services.
2. Commenting on passing points of interest and the "passing scene" and answering general questions.	Forest Interpreter station in the viewing area of the lounge with a view of the country to keep them oriented. Localized (forward lounge only) public address system with 110 volt outlets. A counter where reference materials can be displayed and stored is essential.
3. Passing out of maps and other publications relating to country, communities, etc.	Storage and counter space. Brochure racks, map display.
4. Orientation to the country--where the ship is, where it is going, what features to look for.	Large area (forward lounge) to address sightseeing passengers while viewing the passing scene. Localized public address system (110 volt) needed. Eye contact with visitors is necessary in order to respond to their questions.
5. More detailed explanation of some special feature or activity that may be viewed.	Photographs and exhibits at Forest Interpreter station. Pre-selected and cataloged information for rapid access. Cover wide range of topics from whales to forestry.
6. Audiovisual programs and demonstrations during evening or during the day during foul weather.	Area that can be easily darkened by Forest Interpreter and screen can be pulled down from ceiling. Need seating for 150+ people (children on floor). Projection area at middle or back of lounge needed with 110 volt outlets.
7. Children's activities or other special groups orientation.	Quiet space away from areas of concentrated use. Floor space where 5-15 kids can spread out.
8. Outside orientation area for use during good, warm weather.	Open air space such as solarium or outside decks at stern of ferry to use portable public address system for orientation to up to 100 people (standing).

List of Interpretive Services and the Physical Requirements Needed to Present Them  
(continued)

SERVICES	FACILITIES
9. Discussions with older youths and adults for discussions and dialogs.	Quiet space away from areas of concentrated use. Group seating desired.
10. Orientation and welcome panel with information to serve passengers when Forest Interpreter is not available or off-duty and during off-season.	Orientation panel with displays and points of interest.
11. Guided walks: pointing out and describing points of interest.	No special facilities. Portable public address system is desirable for use ashore and around the vessel.
12. Lending library.	Book storage that can be locked. Some display space to show what books are available. Secure book return slot desired.
13. Loan of binoculars to passengers so they can get a better view of special points of interest wildlife, fishing boats, etc.	Forest Interpreters being able to view country and in contact with visitors. Well identified (bright green?) binoculars for very short term loan to passengers.

revised 6/5/89 nrh

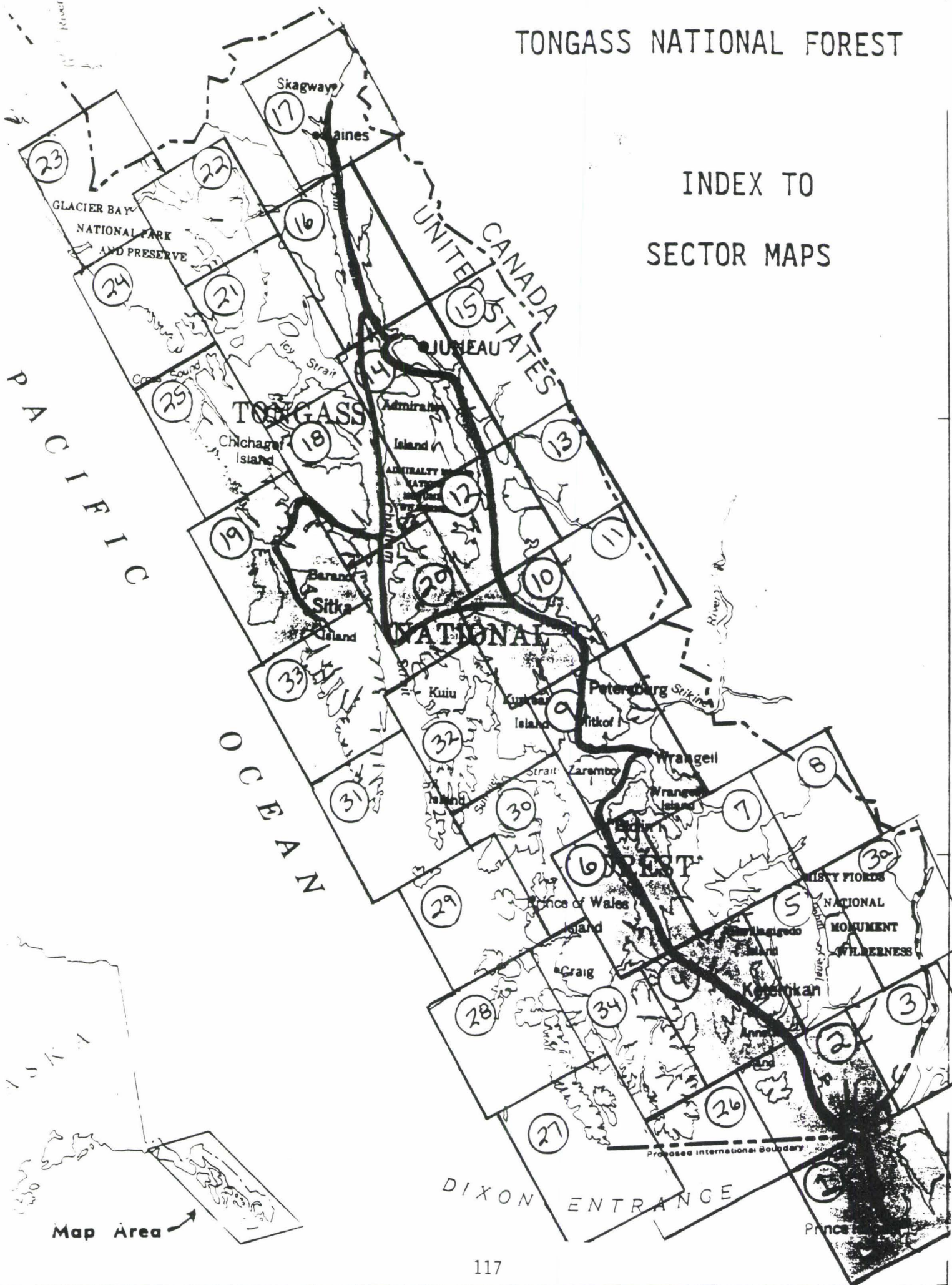
INVENTORY OF INTERPRETIVE SITES, FEATURES AND OPPORTUNITIES

For a complete inventory of the interpretive sites, features and opportunities along the ferry route, refer to the Topographic Interpretive Inventory of the Tongass National Forest. The inventory was developed as a shipboard reference for interpretive staff and ferry passengers and was updated in October 1990. The following is a sample from the Topographic Interpretive Inventory. Similar information exists for the entire route as indicated by the index to the sector maps. A review of the inventory prior to the development of interpretive programs, materials, and visual aids will help identify which sites, features and opportunities to actively interpret.

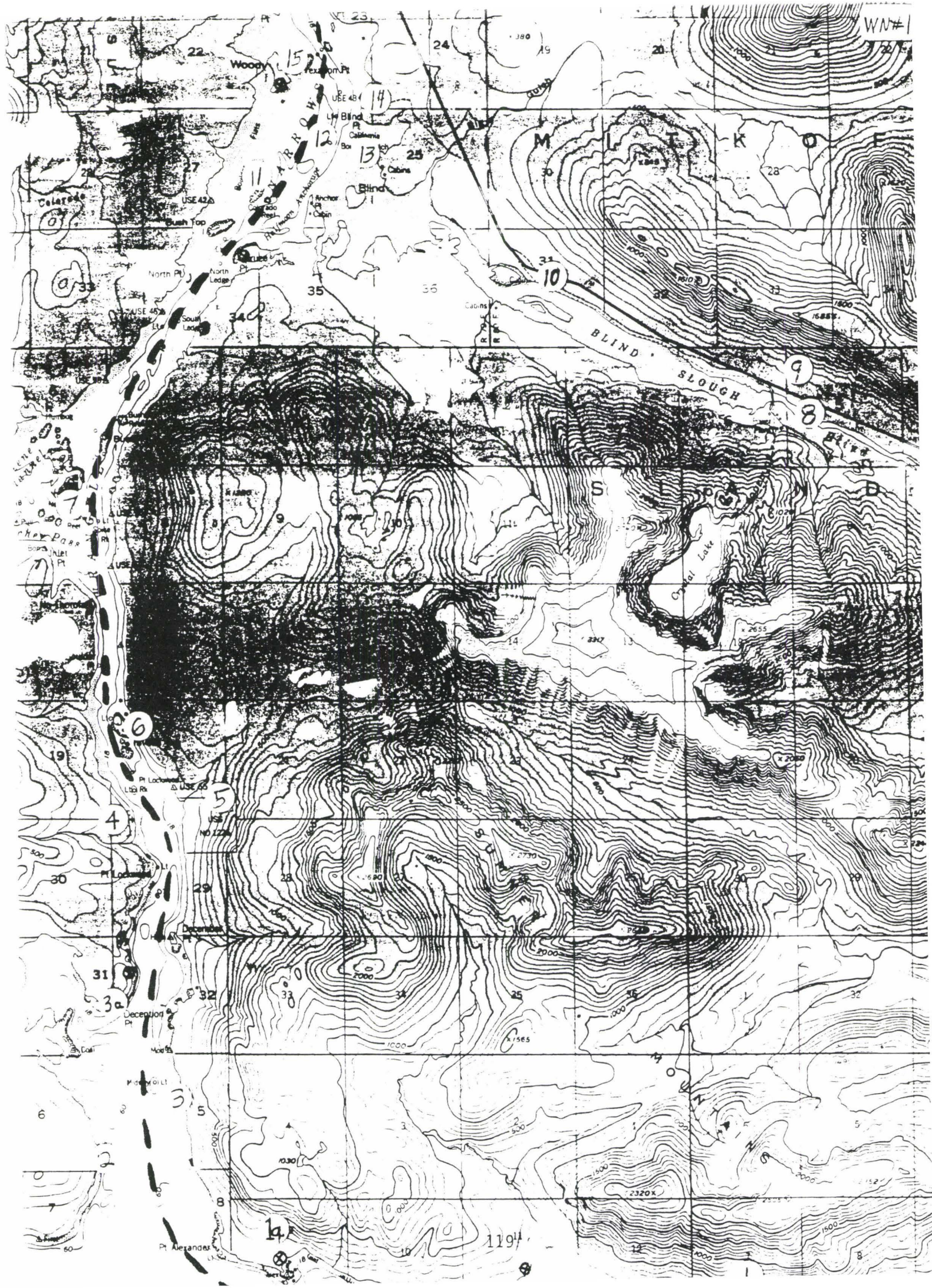


# TONGASS NATIONAL FOREST

## INDEX TO SECTOR MAPS









\* Bald Eagle Nest Trees, as reported by USF&WS. Some are visible from the ferry.

.. Woodpecker Cove. Logging began in this area in 1974. Active logging was visible in Summer 1980.

1a. Point Alexander was named in 1793 by Capt. Vancouver, RN, for architect and engineer Daniel Alexander. Entrance to 21-mile long Wrangell Narrows (see enlarged map). 75 acres were logged in 1929, yielding 2 million board feet to Petersburg. Landslide re-seeded to avoid erosion. High winds in this area caused extensive windthrow of timber in 1968.

2. Windthrow trees that were blown over in the 1968 Thanksgiving Day storm. Winter winds in excess of 100 mph coupled with high rainfall results in over 3 million board feet of timber being blown down every year on the Tongass National Forest.

3. Midway Rock. Nineteen miles south of Petersburg, this point of land was named "Polivnoy", meaning "awash", in 1838 by the Russian surveyor, G. Lindenberg. Renamed in 1869 by Comdr. R.W. Meade, USN.

3a. Deception Point. Named in 1869 by CDR Meade because one may be deceived as to which is the main channel.

4. Woewodski Island. Stepan Vasilivich Woewodski was director of the Russian America colonies from 1854 to 1859. In 1838, Russian surveyor Lindenberg called part of the island Medvezhiy, meaning "of the bear." There are remains of gold mining operations on the western side, and today the area has once again been staked for gold exploration.

5. Private (patented land) Logging Unit of about 160 acres. Private land harvested in 1978.

6. Battery Islets. Name published in 1883 from the Russian name "Batareynny" given in 1838 by G. Lindenberg, the Russian surveyor.

7. Beecher Pass into Duncan Canal, where there are a large number of waterfowl. Geese, ducks and other birds are often seen in Wrangell Narrows. This pass is used by small boats as access to Duncan Canal. In 1982, the State of Alaska selected 4335 acres on Beecher Pass and the Wrangell Narrows for homesite development. Parcels averaged 2-acres and were purchased through the state's land lottery program. Homesite construction has increased over the years and visibly dominates this portion of the Wrangell Narrows and Beecher Pass area.

Crystal Lake Fish Hatchery. Alaska Dept. of Fish and Game. Located off the Mitkof Highway, approx. 30 minute drive from Petersburg. The hatchery raises king and coho salmon primarily to benefit the commercial fishery.

Additionally, the hatchery provides fish for stocking barren habitat above the Forest Service fish ladders. Eggs from returning salmon are distributed to other hatcheries within Southeast Alaska.

9 & 10. Blind Slough. Wintering area for about 65 Trumpeter Swans which nest on the Copper River Delta. The waterfowl is on the Audubon "Blue List" of endangered species. The Forest Service has built an observatory to view the swans. Also the location of USFS picnic and recreation areas. The fishing is said to be good, and wildlife is often seen.

11. Colorado Reef. Named for the vessel Colorado that ran aground and sank at this site. Remains are visible only at low tides.

12. "Pinball Alley" or "Christmas Tree Lane". From this point north to Papkes Landing, when viewed at night, many flashing red, white and green lights on the aides to navigation are visible, giving this area its nickname. The Coast Guard maintains all the navigational markers throughout all the Alaskan waters.

13. California Boulder Patch. The remains of a bucket dredge that caught fire while dredging Wrangell Narrows can be seen along the shoreline.

14. Cabins. Several cabins and homesites are visible in Wrangell Narrows. Many are on private lands withdrawn from the National Forest under the homestead or other acts. Many State-selected lands are being built upon also.

15. Vexation Point. Named in 1969 by Comdr. R.W. Meade, USN, "in memory of the annoyance experienced at this point in taking the Saginaw through Wrangell Strait."

10/90



STANDARDS FOR INTERPRETATION

In order to communicate effectively with the passengers aboard the Alaska Marine Highway System, there are specific standards for interpretation that should be met in order to ensure a quality, unhindered interpretive experience. These standards are as follows:

1. Interpretation is barrier-free and reduces or eliminates language, cultural, physical, and sensory barriers.
2. Interpretive activities and media are compatible with the shipboard environment and operations in that interpretive opportunities are maximized while impact to the recreation experience of the passengers is minimized.
3. Information and orientation are different from interpretation, but information and orientation media are made more appealing and useful by employing interpretive techniques.
4. Interpretive opportunities are flexible to meet the changing shipboard environment and also responsive to changes in management policy and action.
5. Interpretation targets specific audiences and seeks to involve those who don't traditionally participate in interpretive activities.
6. Interpretive signs, displays, and contact stations are attractive and make use of complementary colors, engaging graphics, high quality fabrication techniques, and the development of text to appeal to all learning styles.

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NATIONAL FOREST INTERPRETIVE SERVICES

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"Sharing Is the Keynote of Interpretation"

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THE FOUR LEVELS OF INTERPRETATION

## LEVEL I: ORIENTATION

Physical Comforts and Need: Where is...the bathroom, water, coffee, food, etc. How do I find my way around to the next place? Where am I now?

These questions are nearly the same everywhere. Forest visitors (residents or non-residents) are barely able to listen to programs if they are uncomfortable. It is essential in all public contacts. This is not interpretation (see levels III and IV), but it is essential to achieve the higher levels. Visitors are not interested in progressing further until this basic level is satisfied.

## LEVEL II: INFORMATION

Mental Involvement: Once the physical needs are met, visitors are ready to ask questions about the area, national forest features, and points of interest. At this point the questions will be specific to the area and they will be receptive to new ideas and concepts. This information will form the basis for interpretation (levels III and IV).

## LEVEL III: APPRECIATION

Emotional Involvement: As the interpretive stories are told and the preliminary questions are answered, visitors begin to gain an understanding of the subject and appreciation develops. This, in turn is the basis for the next level.

## LEVEL IV: COMMITMENT

Personal Involvement: This level is the one that Interpretive Services strives to meet. As Freeman Tilden stated "The chief aim of interpretation is not instruction, but provocation". With physical needs met, questions answered and feelings of appreciation aroused, forest visitors are ready to be guided towards commitment--involvement in the natural and cultural resources. At this level visitors can be inspired to want to care for their forests, understand management and become involved in decisions.

Pat Momich - Region 8  
revised: 12/28/89 nrh

Activity Guide  
Amphitheatre  
Auto Tour  
AV-Theatre  
Book  
Brochure  
Contact Counter  
Demonstration  
Diorama  
Discovery Guide  
Display  
Elder Hostel Program  
Exhibit  
Field Seminar  
Free Material  
Guided Walk  
Interactive Video  
Interpretive Sign  
Interpretive Visitor Center  
Kiosk  
Mannequin  
Newspaper Guide  
Public Excavation  
Radio Transmission  
Relief Model  
Replication  
Roving Interpreter  
Sales Material  
Sensory Devise  
Special Event  
Specimen  
Story Telling  
Timeline  
Trails and Recreation Information System



## Interpretive Media Descriptions

- Activity Guide:** Special written guide used by both children and adults to lead them through an activity in the forest or in an Interpretive/Visitor Center.
- Amphitheatre:** A variety of outdoor facilities for interpretive programs such as A-V programs, talks, plays, story telling, etc. They range from large, refined facilities to small, simple, rustic ones.
- Auto Tour:** An interpretive tour along a road. This may be a road built just for the tour or a road with other uses. The tour may include a guide booklet, a cassette audio tape, signs along the route, or be a guided tour by an interpreter.
- AV-Theatre:** A variety of indoor facilities for showing movies, videos, and slide programs. They range from large theatres with wide screens and elaborate seating to stand-up spaces with small screens.
- Book:** An lengthy interpretive publication featuring cultural or natural resources, or management activities
- Brochure:** A small publication either given away or sold that interprets for visitors some feature(s) or process(es) either natural or man-made. Varies from simple one-color document with line illustrations on a single sheet to multi-page, multi-color publications with color photos.
- Contact Counter:** A counter for visitor contact with uniformed Forest Service employees and volunteers. Located in visitor centers and other contact stations these contacts exchange information, directions, sales, free materials, interpretation, etc.
- Demonstration:** A live demonstration by an interpreter of a technique or process such as flint knapping or basket weaving, may be done indoors or outside by a single individual or group. Visitors may be encouraged to participate.
- Diorama:** A type of exhibit in which an indoor or outdoor scene is replicated either in a full-size or scale-reduced size. Natural and artificial materials are used to create the scene and the senses of touch and smell may be used to reinforce the viewing. Visitors usually view the scene from outside, but in some cases are encouraged to walk through the exhibit.
- Discovery Guide:** Special written guide used by visitors to assist them in discovering places to see, things to do, and things to learn about. The guides include maps, interpretive information, photos and illustration. They are usually organized by travels routes such as roads or waterways.
- Display:** Thematically-designed flat wall displays that use maps, photos, art work, and text to interpret various topics. They are located indoor or outdoor under cover.

- . Elder Hostel Program: A nationwide and worldwide series of educational programs developed for and available only to people over 65 years of age. Programs cover a diversity of subjects and the length of the programs vary.

Exhibit: Thematically designed three-dimensional exhibit may include artifacts, user activated devices, models, hands-on replications, specimens, etc. Usually includes text or audio messages.

Field Seminar: An outdoor program for small groups covering various cultural and natural resource subjects. These programs cover one or more days and have a fee.

Free Material: A variety of interpretive and informational materials displayed and given away by the agency. The materials include brochures, small maps, newspapers, posters, pins, patches, pencils, and other Forest-related materials.

Guided Walk: An indoor or outdoor walk lead by an interpreter for a variety of size groups. During the walk the interpreter uses various communication methods to interpret features or processes, most walks are organized and scheduled but sometimes they occur to meet visitor needs and demands.

Interactive Video: A video program in which visitors interact with the program displayed on a monitor by responding with touch screens, buttons, or control sticks. The programs include menus of information, learning games, etc.

Interpretive Sign: Thematically designed sign covering various topics used at viewpoints, near special features, in Kiosks, along trails, and at roadside pulloffs. Mounted so they are visible to all viewers, they are made of embedded fiberglass, metal, wood or porcelain enamel-coated.

Interpretive/Visitor Center: A building designed to provide interpretation and orientation through a variety of methods such as personal contact, display and exhibits, AV programs, etc., usually located on-Forest where outside interpretation is an extension of the inside.

Kiosk: A small outdoor structure with orientation, information, or interpretive displays with a roof for weather protection.

Mannequin: a life-like human model used to interpretive historical dress, artifacts, and activities.

Newspaper Guide: An interpretive guide in a newspaper format printed on newsprint paper. The guide may include articles, photos, maps, schedules, stories, and illustrations.

Public Excavation: An archaeological excavation developed especially for the purpose of allowing visitors to assist an archaeologist in conducting a scientific archaeological investigation.

Radio Transmission: A special local radio transmission used to broadcast local visitor information within a limited area via small range transmitters. Signs are usually used to inform visitors to dial into the transmissions.



Relief Model: This is a three-dimensional topographic scaled model showing land forms, facilities and features on the land. Some have push button lighting and text to emphasize and explain the areas attractions. Adjacent photos can be used to show visitors on-the-ground views.

Replication: A life size replication of an artifact or natural item that visitors can view, touch or use.

Roving Interpreter: The use of a field interpreter who informally provides interpretation on a spontaneous basis and reacts to visitor use and needs. Usually utilized in areas with heavy visitor use and often supplements scheduled interpretive activities, may also be used in interpretive/visitor centers.

Sales Material: A variety of interpretive and informational material usually displayed and sold by a non-profit interpretive association. The materials include books, brochures, maps, slides, posters, videos, calendars, games and other forest-related materials.

Sensory Devise: Specialized exhibits that utilize the senses of touch, smell, hearing and taste to interpret. Included are touch tables, temperature control devises, scratch and sniff displays, etc.

Special Event: An interpretive activity which is scheduled to occur at a special time such as an anniversary, a festival, an opening, a dedication, etc. The event may vary from one time happening to a yearly event. It usually includes a variety of interpretive media such as guided walks, talks, demonstrations, exhibits, etc.

Specimens: A type of exhibit in which real specimens of animals, plants, rocks, etc., are displayed and interpreted.

Story Telling: An interpretive technique where a factual, legendary or fictional story is creatively told to a variety of size audiences in an indoor or outdoor setting. Story tellers may use supporting aids to enrich the story such as props, costumes, music, sound effects, etc.

Timeline: A type of exhibit in which time is plotted and events highlighted along a line. The highlighting may include text, graphics, photos, etc.

Trails & Recreation Information System (TRIS): An interactive computer program located at Forest Service contact centers, recreation equipment retail outlets, libraries, etc. The program gives current information on trails and other recreation opportunities in the Pacific Northwest.



1/31/91

## Description and Management of Proposed

### TONGASS MARINE HIGHWAY SCENIC BYWAY

#### INTRODUCTION AND BACKGROUND

Starting in 1988, the U.S. Forest Service initiated a National Forest Scenic Byways program. The intent of this program is to draw attention to the outstanding scenery of the National Forests and to provide opportunities for the public to view well managed and changing forest landscapes. Through this program, the Forest Service hopes to showcase both the beauty and the multiple-use management of the National Forests in the United States. The National Forest System of scenic byways is part of a larger national system started many years ago by other agencies and individual States. During the last two years, the Chief of the Forest Service has designated 80 scenic byways, on 83 National Forests, in 32 States with approximately 4,500 miles as part of the National Forest Scenic Byway System. Some of these scenic byways include non-National Forest lands, and all were designated with the concurrence and participation of the States involved. One scenic byway has been designated in Alaska; the Seward Highway Scenic Byway between Seward and Anchorage on the Chugach National Forest. The proposed Tongass Marine Highway Scenic Byway proposal was introduced in the 1990 Tongass Forest Land Management Plan Revision Draft EIS. The majority of public comments to date have been favorable.

#### DESCRIPTION OF TONGASS MARINE HIGHWAY SCENIC BYWAY

**Location** - The Tongass Marine Highway Scenic Byway would start at the Alaska/British Columbia border and include 450 miles of marine waterway on the mainline "Alaska Marine Highway" route. The Scenic Byway would end at Skagway via Ketckikan, Wrangell, Petersburg, Juneau and Haines. A 200 mile spur would also be included between Petersburg and Sitka via Peril Straits, Whitestone and Sergius Narrows. The Scenic Byway would not include the spur routes to Hyder, Hollis, Kake, Angoon, Tenakee, Hoonah and Pelican.

**History** - The proposed Scenic Byway route has been extremely important in the history of Southeast Alaska as the predominant marine travel route for many centuries. The Tlingit and Haida people were dependent on this waterway as well as the Spanish, English and Russian visitors in the exploration and development of Alaska. Later, the route was used extensively to carry miners, supplies and equipment during the gold rush days. Starting in 1962, the route became part of the Alaska Marine Highway(ferry system), carrying people, vehicles and supplies to and from Prince Rupert and Seattle and the many communities in Southeast Alaska. More recently, the route has become increasingly popular for cruiseships bringing tourists to Southeast Alaska. A large proportion of the visitors from the "lower 48" see Southeast Alaska from this water route. It is increasingly well known to owners of small pleasure craft, i.e. yachts, sailing and motor cruisers traveling to and from the West Coast States and Southeast Alaska communities. The byway has been used for many decades as a major marine passage and fishing area by the commercial fishing fleets of Alaska, Washington and Oregon.

**Existing Attractions** - In addition to the unique marine and terrestrial wildlife, natural features and scenic landscapes, there is a variety of management activities, cultural and historic features making this "marine highway" interesting to all travelers. Past and current activities providing interest and variety include: old fox farms, fish salteries, gold mining operations, canneries, fish traps, A-frame logging, logging camps, old indian gardens, homesteads, old and new hydroelectric projects, existing and past timber harvest (i.e. clearcuts, log rafts), existing sport and commercial fishing, tugs with barges, summer cabins, hatcheries, mariculture,

lighthouses, and other aids to navigation. These human related influences, to date, have been interspersed relatively infrequently along a predominantly natural appearing landscape. Therefore, to many people, these features appear to provide added interest and a rich tapestry to the marine byway. For others, the greatest attraction is the relatively undeveloped adjacent natural landscapes and the marine environment.

## **MANAGEMENT OF THE TONGASS MARINE HIGHWAY SCENIC BYWAY**

**Management Guidelines** - Land management activities are not expected to change within the Scenic Byway because of the designation. Management activities will complement or be consistent with the approved Tongass National Forest Land Management Plan. No additional NEPA documentation is required. Scenic Byway designation offers opportunities to view outstanding scenery while showcasing Forest Service management of a variety of resources. In essence, designation is primarily a marketing tool to increase understanding of the National Forests and their management, and highlight the National Forests as America's Great Outdoors.

**The Forest Service Goals** for a Scenic Byway are to:

- \* Showcase outstanding scenery.
- \* Increase the public's understanding of National Forest activities.
- \* Meet the growing demand of traveling for pleasure as a significant recreation use. (The Tongass Marine Highway provides a marine travelway link to roads and railroads)
- \* Increase the use of the National Forests for non-traditional users including minorities, the disadvantaged and the elderly.
- \* Contribute to the national scenic byways effort.

The Tongass Marine Highway Scenic Byway appears to meet all of the preceding criteria and would be a unique scenic byway in the national system. The Chief of the Forest Service has indicated he would approve this designation if desired by the people of Alaska.

### **Partnerships**

Examples of Potential Partnerships could include:

- Alaska Department of Natural Resources
- Alaska Department of Transportation and Public Safety
- Alaska Department of Commerce and Economic Development
- Alaska Visitors Association
- cruiseship companies (i.e. Princess, Holland)
- tour Companies (i.e. West Tours)
- historical, wildlife or recreation associations (i.e. Alaska Natural History Association)
- city/boroughs
- lighthouse societies
- boating and cruising organizations
- travel associations (i.e. AAA)



- automobile manufacturers (see Plymouth Div. below)
- State of Washington and British Columbia (hook up similar system?)

### **Products**

The Tongass Marine Highway Scenic Byway would be interpreted through use of brochures, signs at exit and entry points, ferry and cruiseship on-board interpretation, magazine articles, and travel guide books recognizing a high quality experience within a rare and unusual travel corridor. Joint funding could be used involving interested partners. For example, Plymouth Division of Chrysler Corporation paid for many of the signs on National Forest Scenic byways for 1990.

Designation would benefit tourism, helping to diversify the economy in Southeast Alaska and would strengthen the Tongass National Forest's role in this economic diversity. The Tongass Marine Highway Scenic Byway would be shown on national and state maps. For example, Rand McNally is including National Forest scenic byways as an extension of the Scenic Byway System nationwide. Many other opportunities will be found for such a designation.

### **DESIGNATING THE TONGASS MARINE HIGHWAY SCENIC BYWAY (Procedure)**

Here are the steps and approximate time involved for designating the route as a scenic byway:

1. Present the proposal to communities and agencies involved and determine if there is concurrence. Feb - March 1991
2. Obtain letters of concurrence (or resolutions) from the communities and agencies involved. Feb - April 1991
3. Prepare a nomination report (6-7 pages w/map) and send to the Chief of the Forest Service. April - May 1991
4. Designation by the Chief of the U.S. Forest Service (as part of the National Forest Scenic Byway System). July - August 1991
5. Dedication (ribbon cutting). May 1992
6. Include the designated Tongass Marine Highway Scenic Byway on the Plan Map that goes with the revised Tongass Forest Land Management Plan. May - June 1992. (The map will be included as part of the Plan FEIS for public release in the fall of 1992)

#### **Contacts for Obtaining Concurrence:**

The USFS Regional Foresters Office (RCWR & E&AM) will make most of the contacts involving agencies and other interested groups. Forest Supervisors/District Rangers will make contacts for the Alaska Marine Highway communities.